Fall 2006

History H412 /547
Historic Preservation
Three Credits, UL-2115G, Tuesdays, 6:00-8:40 PM

Professor: Philip Scarpino
Office: Cavanaugh 532
Phone: 274-5983 (The best way to reach me is on “regular” email.)
Email: pscarpin@iupui.edu
Office Hours: Monday and Wednesday, 10:45-11:45; Tuesday, 3:45-4:45; & by appt.

History 547 is a graduate class that is offered as a part of the department of history's Masters program in public history. History 412 is an undergraduate course that may not be taken for graduate credit. As noted in the section on requirements, I grade undergraduates and graduate students separately. Graduate students will be doing more work; I also expect that they will demonstrate a more sophisticated grasp of the readings and a higher level of writing proficiency and analytical ability than undergraduates.

History 547 and History 412 will examine the history and theory of the preservation movement in the United States, the legal basis for preservation of the built environment, and the methodology of historic preservation. Class time will be devoted to lectures, discussions, and an introduction to practical preservation skills. I have scheduled a number of guest speakers, in order to provide the class with an opportunity to meet and learn from people with experiences in different aspects of historic preservation.

Objectives:

I have four objectives for this class: (1) Present an overview of historic preservation as it has developed in the United States. (2) Encourage an understanding of historic preservation from a historical perspective. (3) Acquaint you with the issues, ethics, players, and regulations that influence preservation in the present. (4) Provide an introduction to architectural style and terminology, with a focus on domestic architecture. As a historian, I will ask the class to consider questions such as: How has the built environment evolved over time, and why have people defined and redefined the significance and meaning of elements of that built environment? What gives things from the past value or significance in the present? Why preserve?

When you complete this class, I expect that you will be able to identify and describe a historical property, conduct archival research on that property, analyze and interpret your findings in order to determine its integrity and significance, and fill out the nomination forms for the National Register of Historic Places.

Readings:

Please find week-by-week reading assignments for the entire semester at the end of this syllabus. I gear my slide presentations on architectural style and terminology to McAlester and McAlester. These presentations put a premium on participation by the students; in order to participate, you must have done the reading. I will also provide several opportunities for you to practice writing architectural descriptions, as you will have to do on the National Register assignment. Each time we do this, I will select a few students to read their descriptions to the class for critique. Again, your ability to do this will be greatly enhanced by having done the assigned reading.

**PLEASE BRING MCALESTER AND MCALESTER, A FIELD GUIDE TO AMERICAN HOUSES TO EVERY CLASS MEETING**

**Maps:** You will need to buy two United States Geological Survey topographic map sheets, 7.5 minutes, scale 1:24,000, by the third week of class. You should buy the Greencastle, Indiana, Quadrangle and the one appropriate for your nomination, which you will need later in the semester when you prepare your nomination. Because the IUPUI bookstore would charge too much, these maps may be purchased at the Department of Natural Resources in the State Office Building that faces West Street, across West from the Eiteljorg. Go to Customer Service, first floor, Room W160A.

**National Register Bulletins:** All of the information and forms that you will need to nominate a property to the National Register of Historic Places are found on the web sites for the Indiana Division of Historic Preservation and Archaeology (DHPA) and the National Park Service (NPS). The web site for the DHPA is: [http://www.in.gov/dnr/historic/](http://www.in.gov/dnr/historic/)

- Go to “Forms and Publications” on the menu on the left side of the page.
- “Forms” will get you the National Register form.
- “Publications” takes you to DHPA Online Publications. Scroll down and click on National Register Packet, which takes you to “National Register of Historic Places Information Packet.” You can click on “How to complete the National Register Registration Form” (this is about 85 pages).
- Also, under “National Register of Historic Places Information Packet,” find guidelines for writing an architectural description and sample nominations.

**Photo Guidelines:** The DHPA’s web site also has the new instructions for submitting digital images along with a National Register Nomination.
The DHPA web site will link you to the NPS web site: http://www.cr.nps.gov/NR/

- Click on “Listing a Property”
- You will find an overview of Criteria for Evaluation and Criteria Considerations
- Click on “National Register with the National Register Bulletin Series.” This will take you to “Bulletins and Brochures.”
- Key bulletins are
  1. How to Complete the National Registration Form (#16A)
  2. How to Apply the National Register Criteria for Evaluation (#15)

These and other NPS bulletins, related to the National Register, can be ordered in paper. Under “Bulletins and Brochures,” please find a form for ordering paper copies of the Bulletins. I also have paper copies I can loan.
Requirements:

History 412, Undergraduate Students:

NOTE: All dates are tentative; depending on how the class progresses, I may move the due dates/exam dates ahead but not back.

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<thead>
<tr>
<th>Exam/Assignment</th>
<th>Due Date</th>
<th>Percent of Grade</th>
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<tbody>
<tr>
<td>Midterm exam</td>
<td>October 24</td>
<td>30 percent</td>
</tr>
<tr>
<td>Class Participation</td>
<td>N/A</td>
<td>10 percent</td>
</tr>
<tr>
<td>Draft, NR form, sections 7 and 8</td>
<td>November 14</td>
<td>5 percent</td>
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<td>(I will need images with the drafts.)</td>
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<tr>
<td>National Register Nomination</td>
<td>December 5</td>
<td>25 percent</td>
</tr>
<tr>
<td>Final Exam</td>
<td>December 12</td>
<td>30 percent (5:45-7:45)</td>
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History 547, Graduate Students:

NOTE: All dates are tentative; depending on how the class progresses, I may move the due dates/exam dates ahead but not back.

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<tr>
<td>Final Paper</td>
<td>December 12</td>
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Exams: Exams will consist of questions that test your recognition of style and terminology from slides; an architectural description from a slide; and short-answer questions from the lectures, readings, and presentations by guest speakers. Unless you have already mastered architectural style and terminology, you should approach this the same way that you would the study of a foreign language; learn the vocabulary and practice. **Graduate students take only the midterm.**

Nominations: You should prepare your nominations according to guidelines in Bulletin 16A, including photographs. Statements of significance must be based on appropriate research and must have citations to sources used. Grading will be based on how successfully you prepare the nominations in a manner that is consistent with the requirements in Bulletin 16A. I will consider accuracy; the clarity and effectiveness of the writing in sections seven and eight; and how well the nomination would do in the state's review process.
Please see me during the first three weeks of class to discuss your nomination to the National Register. Unless you make other arrangements with me, properties must be selected from the list distributed in class. I will also provide a guide to research in the City/County Building.

**Class Participation:** Effective oral communication is an important part of a liberal education. I look for graduate students to assume a leadership role in class discussions. I have one take-home assignment on the National Register criteria that I will count as class participation.

**Final Papers for H547:** The final, written assignment will be consistent with the applied nature of this class. You are required to write a paper that examines and analyzes one of the historic preservation organizations in Indianapolis or Marion County. You can select the Indianapolis Historic Preservation Commission, the regional or state office of Historic Landmarks Foundation, the Indiana Division of Historic Preservation and Archaeology, one of the historic district commissions, a historic urban neighborhood association, or any of the affiliate organizations of Historic Landmarks Foundation. Your project should develop in four phases: (1) Select an organization by the end of September, in consultation with me. (2) Do background reading that will provide an understanding of the complexities of the contemporary historic preservation movement and context for the mission and goals of your organization. Talk to me about bibliography. (3) Interview two individuals who are in leadership and/or staff positions in the organization about the mission, activities, goals and objectives of the organization. Talk to me about who you might interview. Note: Respect the time of the individuals you will interview. Coordinate with each other; call for an appointment; be prompt and be prepared. (4) Organize your research so that you develop an understanding of how your organization fits into the matrix of preservation-related organizations in the city and county.

Papers should be typed, about twelve to fifteen, plus citations and a bibliography of sources used.

I hesitate to tell you exactly how much reading to do, but I do expect the equivalent of two or three books over and above the required readings assigned on this syllabus. In addition to background reading, you will also need to read information by and about your organization. Consider literature generated by your organization, as well as additional sources that may be found in repositories located in the city, such as the State Library, the non-circulating library of Historic Landmarks Foundation, the office of the Indianapolis Historic Preservation Commission, and the Indiana Historical Society.

I will evaluate the organization, clarity, and persuasiveness of your papers; the degree to which you focus on the requirements of the assignment, especially your success in explaining the mission, activities, goals and objectives of your organization; its place in the matrix of preservation organizations in Indianapolis and Marion County; and the larger developmental context of the contemporary historic preservation movement that frames the activities, goals, and mission of your organization. **NOTE: THIS IS A SEMESTER-LONG PROJECT. YOU ARE REQUIRED TO MEET WITH ME AS YOUR PROJECT DEVELOPS AND BEFORE NOVEMBER 1 TO DISCUSS HOW YOU WILL PRESENT YOUR FINDINGS.**
Course Policies:

Grades of Incomplete:

I will be very reluctant to give a grade of Incomplete (I). I assign Incompletes only to students who have successfully completed most of the course work and who have been prevented by significant and unanticipated circumstances from finishing all of their assignments.

Cheating and Plagiarism:

My policy on cheating and plagiarism is to assign a zero to the work in question. Plagiarism is the act of stealing the ideas or writings of someone else and using them as your own. You plagiarize if you copy directly what someone else has written without quotations and proper citations. You also plagiarize if you paraphrase someone else's writings to avoid using quotations and citations, or if you use someone else's ideas or factual information without attribution. For further information, see: University Bulletin, 2004-2006, pp. 15, 36-37. For information on cheating and plagiarism and IUPUI's policies on academic misconduct, please see: http://registrar.iupui.edu. (Click on “Students”; look under “Other”; and click on “Dealing with Student Academic Misconduct.”) See also, point 3 on Cell Phones and Pagers. If you do not know when and how to cite your sources, I strongly recommend that you buy a copy of Kate L. Turabian, A Manual for Writers, 6th ed., (1996). A very good discussion of plagiarism, with examples, may be found in Neil R. Stout, Getting the Most out of Your U.S. History Course: The History Student's Vade Mecum (1990), pp., 65-66. If you cannot find a copy, you are welcome to look at mine.

Late work:

Employers expect work to be done on time, and so do I. Unless I have approved your excuse, I will subtract two (2) points from your grade for each day that an assignment is late.

Attendance:

I understand that everyone will face unexpected or unusual circumstances. Ordinarily, I expect students to show up for class. I will take attendance because the university requires instructors to do so. I will not specifically grade for attendance, but part of your grade is based on class participation and it is difficult to participate if you are not here. I especially frown on the practice of skipping class on the evening that an assignment is due, in order to finish it up. If you need extra time, arrange that with me in advance and then come to class.

Classroom courtesy/cell phones and pagers:
Please arrive on time. If you need to be late or leave early, please come in quietly and sit at the back. Please do not talk or engage in activities, that will diminish the opportunity for other students to listen and participate in class.

Turn off cell phones and pagers prior to the beginning of class. If you need to maintain contact with children (or some other emergency contact), put your cell phone on vibrate. Absolutely no cell phones or pagers may be out in your view during exams. If you need to be in contact with someone during an exam, work that out with me in advance.

Email and voice mail:

I have email and voice mail that is on twenty-four hours a day. If you need to contact me, you are welcome to use either. The best way to reach me is on “regular” email.

Please note: Ordinarily, I will not play "phone tag." If you leave a phone message, speak slowly, provide a number where you can be reached, state when you will be at that number, and I will try twice to return your call.

Office hours:

If you have questions or if things are not clear or if you just want to discuss the class materials, I invite you to take advantage of my office hours or to make an appointment. Generally speaking, if my door is open, and I am not otherwise busy, I will be happy to talk to you.

Class materials:

I will place the syllabus and most of the handouts and supplemental class materials for H412/547 on OnCourse.
Reading Assignments:

**NOTE: I HAVE YOU READING AHEAD IN MCALESTER AND MCALESTER; PLAN TO REVIEW AS NECESSARY TO BE READY TO PARTICIPATE IN CLASS.**

Read the week of August 29.

Familiarize yourself with Bulletin 15, to the degree necessary to complete the exercise passed out in class.

Read for the week of September 5


**NOTE: PAY SPECIAL ATTENTION TO THE "PICTORIAL GLOSSARY" AND ITS DISCUSSION OF CLASSICAL ORDERS APPLIED TO HOUSES. SEE ALSO: A CONCISE HISTORY, GLOSSARY, PP. 369-70. WE WILL DISCUSS THIS MATERIAL IN CLASS.**

A Concise History, Preface, Chapter 1.

Read for the week of September 12.


**NOTE: PAY SPECIAL ATTENTION TO THE DISCUSSION OF ROOFS, PP. 42-47, AND THE "PICTORIAL KEY," 54-57. WE WILL DISCUSS THIS MATERIAL.**

A Concise History, Chapter 2-3.


**Bulletin 16A**, Preface, pp. 1-34, familiarize yourself with this.

Read for the week of September 19


**A Concise History**, Chapter 3

**Bulletin 16A**, pp. 35-51, familiarize yourself with this.

Look Over: Sample Nominations on the DHPA’s web site.

Read for the week of September 26

**Field Guide**, "Colonial Houses," pp. 102-175

**A Concise History**, Chapter 4

**Bulletin 16A**, pp. 52-72, familiarize yourself with this.
Read for the week of October 3

_A Concise History_, Chapter 5
_Keeping Time_, Chapter 2

Read for the week of October 10

_A Concise History_, Chapter 6
_Keeping Time_, Chapters 3-5
_Bulletin 16A_, pp. 52-65, familiarize yourself with this

Week for the week of October 17

_Keeping Time_, Chapter 6

Read for the week of October 24

_Field Guide_, "Victorian Houses," pp. 238-87

Read for the week of October 31

_Field Guide_, "Victorian Houses," 288-317

Read for the week of November 7

_A Concise History_, Chapter 7
_Keeping Time_, Chapter 7

Read for the week of November 14

_Keeping Time_, Chapters 8-10

Read for the week of November 21

_Field Guide_, "Eclectic Houses," pp. 396-437
_Keeping Time_, Chapters 11-13
Read for the week of November 28

*A Concise History,* Chapter 8, Epilogue  
*Keeping Time,* Epilogue

Read for the week of December 5

No reading.

Read for the week of December 12

No reading.

**Guest Speakers:**

September 19: Frank Hurdis, Chief of Registration, Indiana Division of Historic Preservation and Archaeology. Mr. Hurdis will talk about completing National Register forms, especially sections 7 and 8. He will also discuss the DHPA’s new guidelines for submitting digital images with a nomination.

September 28, Jeannie Regan-Dinius, Special Projects Director, Indiana Division of Historic Preservation and Archaeology. Ms. Regan will discuss the Underground Railroad initiative and give an overview of the DHPA.

October 10, Suzanne Stanis, Director of Community Relations, Historic Landmarks Foundation of Indiana. Ms. Stanis will provide an overview of the mission and work of HLFI. She is an expert on teaching with historic places, and has considerable experience nominating properties to the National Register.

October 24, Ellen Harper, Director of Indiana Main Street. Ms. Harper will discuss Main Street, with an emphasis on the intersections between Main Street and historic preservation.