COURSE DESCRIPTION
This course reviews preservation policies and jurisdictional issues at national, state and local levels in relationship to emerging preservation and development trends. Students will become familiar with available preservation planning tools and their application. The course culminates in the completion of a preservation planning document and its public presentation for a selected historic resource.

This course is one of six required for the Heritage Conservation Graduate Certificate and is an elective for other students. For more information on the Certificate program, see http://capla.arizona.edu/heritage.

Information contained in the course syllabus, other than the grade and absence policies, may be subject to change with reasonable advance notice, as deemed appropriate by the instructor.

COURSE REQUISITES
Open to graduate students and upper-level undergraduates.

MEETING TIME AND PLACE
Wednesdays at 6-8:50 PM
Triangle North
College of Architecture and Landscape Architecture East, Third Floor

OFFICE HOURS
By arrangement with instructor.

ABSENCES
- As a general practice, absences must be cleared in advance by the instructor. Excessive absences will impact the student’s grade.
- Absences for any sincerely held religious belief, observance, or practice will be accommodated where reasonable: policy.arizona.edu/human-resources/religious-accommodation-policy.
- Absences pre-approved by the UA Dean of Students (or dean’s designee) will be honored.
CLASSROOM BEHAVIOR
Students are expected to be attentive in class. Cell phones must be silenced.

ACCESSIBILITY AND ACCOMMODATIONS
At the University of Arizona we strive to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, you are welcome to let me know so that we can discuss options. You are also encouraged to contact Disability Resources (520-621-3268) to explore reasonable accommodation. If our class meets at a campus location: Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable.

ADDITIONAL UNIVERSITY POLICIES
These include
- Threatening behavior policy: http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students
- Nondiscrimination and Anti-harassment policy: http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy

COURSE OBJECTIVES
The aim of this course is to familiarize students with the social, political, legal and economic, aspects of historic preservation planning.

All students will

1. survey legal standards and jurisdictional requirements integral to preservation planning;
2. discover the constraints and opportunities of working with historic resources;
3. develop planning procedures based on archival research, collaboration with stakeholders, and current best practices;
4. master the tools for completing a preservation plan to professional standards.

In addition, graduate students will

1. coordinate research procedures with undergraduate students
2. work directly with community groups to develop an appropriate plan for a resource
3. present a completed plan to the relevant community group

STUDENT EVALUATION
This course is a graduate and upper-division undergraduate course and students are expected to produce work that is commensurate with the course level. See Written Assignment Requirements below.
Undergraduate students will be graded on the following:

- Class Participation: 10%
- Reflective Reading Summaries: 30%
- Mid Term Exam: 20%
- Planning Project: 40%
  \[ \% \rightarrow \rightarrow 15\% \text{ Development of Plan Structure} \]
  \[ 15\% \text{ Research Presentations} \]
  \[ 15\% \text{ Contribution to Final Plan} \]
  \[ 5\% \text{ Log Book} \]

Graduate students will be graded on the following:

- Class Participation: 10%
- Reflective Reading Summaries: 30%
- Mid Term Exam: 10%
- Planning Project: 50%
  \[ \rightarrow \rightarrow 20\% \text{ Final Printed Plan} \]
  \[ 10\% \text{ Final Presentation} \]
  \[ 15\% \text{ Interim Presentations} \]
  \[ 5\% \text{ Log Book} \]

The University has defined letter grades as:

- A – Excellent (90-100%)
- B – Good (80-89%)
- C – Satisfactory (70-79%)
- D – Poor (60-69%)
- F – Failure (below 60%)

**WRITTEN ASSIGNMENT REQUIREMENTS**

Late assignments will not be accepted nor will exams be rescheduled without a documented medical emergency or an extenuating circumstance that you have discussed with me in advance. Simply being busy with other classes, work, etc. is not an extenuating circumstance. If you do find yourself falling behind, please discuss this with me before it becomes a problem.

All written assignments other than the planning project should follow CAPLA Archive Documentation standards, including the following template: **Student name(s), course number, semester & year, instructor name, date**, all located in the upper right-hand corner of the assignment.

**Preparatory Assignments** are brief – 200-300 words max - reflections that must be uploaded to the D2L Class Dropbox by 11:59 PM on Tuesday evening **BEFORE** the Wednesday class to which they are linked. See a fuller description of assignment requirements under Analytic Essays (below).
Citation Style. All submissions should comply with the Chicago Manual of Style. For more information, see http://www.chicagomanualofstyle.org/tools_citationguide.html.

Plagiarism
In a class with a fair amount of reading and writing, intentional or unintentional plagiarism is a concern. Any type of plagiarism, including not accurately citing the work and words of others, will result in an automatic failing grade. Plagiarism is using other people's ideas and words without clearly acknowledging the information source.

To avoid plagiarism, you must give credit whenever you
• use another person's idea, opinion, or theory
• use any pieces of information (for example, facts, statistics, graphs, or drawings) that aren't common knowledge
• use quotations of another person's actual spoken or written words
• paraphrase another person's spoken or written words.

This material is drawn from http://www.library.arizona.edu/help/tutorials/plagiarism/ For additional information, check the website.

ANALYTIC ESSAYS

In preparation for each class students are asked to write a brief commentary (200-300 words or one page double spaced) on what they see as the main theme of the assigned reading. This commentary is not intended to be a book report, but rather a response or blog on significant preservation themes, presenting ideas useful for future work. Please note that these assignments are due in the d2l drop box at 11:59 PM on the day preceding the class.

CLASS PRESENTATIONS

The second half of the semester requires a number of interim class presentations of work-in-progress. These presentations are designed to implement a healthy work schedule; the quality of these presentations will impact the final project grade (see above).

LOG BOOK

The second half of the semester requires teamwork. We have all had the unhappy experience of working with people who don't hold up their part of the project. Rather than ask team members to evaluate one another, students are asked to keep a log of what activities they complete during the course of the project. (Hint: don’t wait until May and then try to remember what you did.) A format for the log book will be available on d2l.
COURSE BOOKS AND ARTICLES

Course Text Book

Allison, Eric, and Lauren Peters.  

Other Assigned Readings

Will be available on cited websites or on d2l.