

## SYLLABUS: HISTORY AND THEORY OF HISTORIC PRESERVATION

<b>Course No:</b>	<b>DCP 6710</b>
<b>Credits:</b>	<b>3 Graduate-level Credits</b>
<b>Location:</b>	<b>RNK 0210</b>
<b>Day &amp; Time:</b>	<b>Wednesdays, 12:50-3:50 (Periods 6-8)</b>
<b>Instructor:</b>	<b>Dr. Cleary Larkin (<a href="mailto:clarkin@ufl.edu">clarkin@ufl.edu</a>), Erica Mollon (<a href="mailto:emollon@ufl.edu">emollon@ufl.edu</a>)</b>

### INSTRUCTOR CONTACT INFORMATION

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Office Hours: Mondays, 3:00-5:00 & By Appt.

### COURSE DESCRIPTION

Heritage must evolve in order to survive. Working with other disciplines and engaging stakeholders, historic preservation specialists manage change in the physical environment. This course explores the origins and development of the historic preservation (also referred to as heritage conservation) movement and discipline, both domestically and globally. Course participants will examine the historical and theoretical underpinnings of historic preservation and the forces impacting the conservation of heritage including globalization, urbanization, climate change, and human conflict, among others.

### COURSE OBJECTIVES

- Acquire familiarity with the origins, history, and development of the historic preservation movement.
- Understand the basic philosophical principles that have shaped historic preservation.
- Gain an understanding of the various disciplines that make-up historic preservation.
- Examine the processes that govern the conservation of heritage in the United States and abroad.
- Assess current and future challenges to conserving heritage.

### COURSE ORGANIZATION

This course is a graduate seminar, divided into Modules. Each module includes multiple topics that consist of instructor presentations, readings from course textbooks and web resources, videos and special guest lectures. Assignments include topic based 3-5 minute PowerPoint presentations, peer discussion participation, a case study in the second half of the semester, and an introductory and concluding short essay. Assignments will be graded through the specified rubric. All course materials are available digitally through Canvas e-Learning.

### COURSE SCHEDULE OVERVIEW

\*Full details are on the Canvas site. The Instructor reserves the right to adjust schedule and content as needed for student learning throughout the semester.

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Module 1: Getting Started (Week 1)

Module 2: Overview and Introduction to Historic Preservation/ Heritage Conservation (Week 2)

- 2.1 Introduction
- 2.2 Threats to Heritage
- 2.3 Building Relevance

Module 3: Origins and Development of Historic Preservation (Week 3 & 4)

- 3.1 Origins & Development
- 3.2 National Conservation
- 3.3 History of the Preservation Movement

Module 4: Policy & Regulations (Weeks 5 & 6)

- 4.1 International and National Regulations
- 4.2 State Level Policies for Preservation
- 4.3 Local Level Policies for Preservation
- 4.4 Preservation Law

Module 5: Heritage Values (Weeks 7 & 8)

- 5.1 Stakeholders & Values
- 5.2 Historic Structures Reports & Conservation Management Plans
- 5.3 Intangible Heritage
- 5.4 Preserving the Recent Past: Modernism, Brutalism, Post- Modern
- 5.5 Heritage Tourism
- 5.6 Cultural and Historic Urban Landscapes

Module 6: Building Relevance. Theme A: New Narratives of Preservation: Inclusion, Diversity, Race & Ethnicity (Weeks 9-11)

- 6.1 Introduction to Equity, Inclusion, Diversity & New Narratives
- 6.2 African-American Heritage
- 6.3 Native American Heritage
- 6.4 Asian-American & Latin-American Heritage
- 6.5 Women's Heritage
- 6.6 LGBTQ Heritage

Module 7: Building Relevance. Theme D: Innovation in Advocacy, Incentives & Tools (Weeks 12 & 13)

- 9.1 Interpretation & Advocacy
- 9.2 Fiscal Incentives
- 9.3 Main Street Program

Module 8: Building Relevance. Theme C: Climate & Resilience (Week 14)

- 8.1 Introduction to case studies

Weeks 15 & 16 are reserved for final presentations

## TEXTS AND READINGS

The following are the principal texts for the course. Readings, supplemental materials, and additional references are posted on Canvas e-Learning.

- Avrami, Erica (Ed.). (2020). *Issues in Preservation Policy: Preservation and Social Inclusion*. New York City: Columbia Books on Architecture and the City.
- Hayden, Dolores. (1995). *The Power of Place: Urban Landscapes as Public History*. Cambridge, Massachusetts: MIT Press.
- Jokilehto, Jukka. (1999). *A History of Architectural Conservation*. Oxford, England; Boston: Butterworth-Heinemann.
- Kaufman, Ned. (2009). *Place, Race and Story: Essays on the Past and Future of Historic Preservation*. New York: Routledge.
- Page, Max and Mason, Randall (Eds.). (2004, 2020). *Giving Preservation a History*. Great Britain: Routledge.
- Semes, Steven. (2009). *The Future of the Past: A Conservation Ethic for Architecture, Urbanism and Historic Preservation*, New York City: Norton.
- Stipe, Robert E. (Ed.). (2003). *A Richer Heritage: Historic Preservation in the Twenty-First Century*. Chapel Hill: University of North Carolina Press.
- Tomlan, Michael (Ed.). (2008). *Preservation of What, For Whom?* Ithaca, New York: National Council for Preservation Education.
- Tung, Anthony. (2001). *Preserving the World's Great Cities: The Destruction and Renewal of the Historic Metropolis*. New York: Clarkson Potter.
- Tyler, Norman, Ted Ligibel, and Ilene R. Tyler. (2009). *Historic Preservation: An Introduction to Its History, Principles, and Practice*. New York: W.W. North & Company.

## COURSE POLICIES

### Late Assignments

Grading policy for late assignments is noted on the assignment rubrics.

### Make-up Assignments

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies. [Click here to read the university attendance policies](#).

### Special Accommodations

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center. [Click here to get started with the Disability Resource Center](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

### Online Recordings

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image.

Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows

students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

### Academic Integrity and the UF Honor Code

All students at the University of Florida are expected to adhere fully to [University of Florida Student Honor Code](#). The Honor Code outlines the expectations for student conduct in regard to academic honesty. All students should review this policy to understand the range and scope of the standards and the seriousness of any infractions of the code. The policy places full responsibility on students to know and adhere to these standards for academic integrity.

**Grades** ([Click here for information on the University of Florida grading policy.](#))

A	93-100	4.0	C	73-77	2.0
A-	90-92	3.67	C-	70-72	1.67
B+	88-89	3.33	D+	68-69	1.33
B	83-88	3.0	D	58-67	1.0
B-	80-82	2.67	D-	55-57	0.67
C+	78-79	2.33	E	55 and Below	0.0

### COURSE EVALUATIONS

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.a.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.a.ufl.edu/publicresults/>.

### CAMPUS RESOURCES

#### Health and Wellness

- *U Matter, We Care*: If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.
- *Counseling and Wellness Center*: [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- *Student Health Care Center*: Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).
- *University Police Department*: [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- *UF Health Shands Emergency Room / Trauma Center*: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).

#### Academic Resources

- *E-learning technical support*: Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).
- [Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

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- [Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources.
- [Teaching Center](#): Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- [Writing Studio](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- *Student Complaints On-Campus*: [Visit the Student Honor Code and Student Conduct Code webpage for more information.](#)
- *On-Line Students Complaints*: [View the Distance Learning Student Complaint Process.](#)