



ARCH 550: HERITAGE CONSERVATION POLICY AND PLANNING SPRING 2023

Thursday 6:00pm – 8:50pm

Location: TBD

Units: 3

Instructor: Dr. Meredith Drake Reitan

Office Hours: by appointment

Contact Info: mereditd@usc.edu

Instructor Availability: Expect a response to email within 48 hours

COURSE DESCRIPTION

Heritage conservation is a social practice. Its goal is to create vibrant places that honor the history of diverse communities while simultaneously facilitating the development of inclusive and equitable futures for all. This course provides an overview of the ways that the profession works in the context of urban planning and policy. In particular, we will discuss how heritage mediates conflicts between preservation, social forces, economic interests, and politics.

To ground our learning in practice, we will collectively conduct research in class that contributes to the Bunker Hill Refrain project, an on-going public history effort designed to recreate a neighborhood lost to urban renewal in the 1960s. We will identify primary sources, analyze historic data and (if possible) conduct interviews with individuals who were displaced by the redevelopment project.

LEARNING OUTCOMES

Recognizing that historic places are complex entities where diverse communities, cultural and socio-economic realities, land use, building types, and institutional settings are interrelated, the class has three goals. By the end of the course students will be able to:

- Explain the policies used to preserve the built environment in the United States
- Analyze connections between heritage conservation and contemporary planning issues
- Present heritage-related research that relies on critically evaluated primary and secondary sources.

RECOMMENDED PREPARATION

Ideally, students should have taken ARCH 549 and be comfortable with basic heritage conservation principles. If a review is needed, please consider the following books:

Michael Tomlan *Historic Preservation: Caring for Our Expanding Legacy*, New York, Springer, 2014

Norman Tyler *Historic Preservation: An Introduction to its History, Principals and Practice*, New York, W.W. Norton and Co., 2000

Max Page and Randall Mason (Editors) *Giving Preservation a History: Histories of Historic Preservation in the United States*. New York: Routledge, 2004

You may also want to familiarize yourself with the information available on these websites:

National Park Service <https://www.nps.gov/history/index.htm>

National Trust for Historic Preservation <https://savingplaces.org/>

State of California, Office of Historic Preservation <http://ohp.parks.ca.gov/>

City of Los Angeles Office of Historic Resources <https://preservation.lacity.org/>

REQUIRED TEXTBOOK

Heritage Planning: Principles and Process 2nd Edition, (2020) by Harold Kalman; Marcus R. Létourneau, Routledge. Available online for \$24.73 from VitalSource: <https://www.vitalsource.com/products/heritage-planning-harold-kalman-marcus-r-v9780429776748>

All other readings will be provided digitally through USC's Blackboard Learning Management System using the Perusal application.

ASSIGNMENTS

Besides time spent in the classroom, USC courses must meet a minimum standard for out-of-class time. For each unit of in-class contact time, the university expects two hours of work per week outside class. This means that ARCH 550 will generally require an average of 5-6 hours weekly for reading and preparing assignments.

To reinforce our learning, the following work beyond the classroom will be expected:

Class Readings: Policies, practices, and the concepts that underpin them will be explored through a variety of readings. It is important that students keep up with the readings, prepare questions for each class based on the readings, and participate fully in group discussions. We will use the Kalman and Letourneau textbook as an organizing frame. Besides the textbook, each week will include three or four additional readings or resources that address the conceptual and practical aspects of heritage planning and/or the Bunker Hill case study site.

Students are expected to digest, analyze, and comment on all of the required readings before class. To facilitate this level of active reading, we will rely on the Perusal app available via Blackboard. Perusal enables students to collectively annotate readings, respond to each other's comments, and to interact before class. The required readings are listed as "assignments" in Perusal. Students also have access to optional readings organized by weekly topic in Perusal's "library" section.

Preservation Policy Analysis: Students will prepare one short paper of approximately 5 pages that critically evaluates a federal, state or local preservation policy. Specific directions and an assessment rubric will be available in Blackboard and discussed in class.

Class Lead: In groups of two or three, students will be responsible for leading a portion of at least one class during the semester. Specifically, this means:

- Two weeks before the assigned class, the group will identify the ideas that they would like their classmates to learn.
- One week before the assigned class, the group will create and upload to Blackboard a plan for the class. Resources to assist with developing this plan will be shared in the first few weeks of the course.

- The group may assign supplemental readings that will be required for all. Readings may be selected from the Perusal library, or the group may independently identify articles or resources such as videos, websites, blogs, or heritage planning documents that complement the topic.
- The group will present a lesson designed to reinforce understanding of the week's topic and initiate discussion among classmates. The group will also develop a way to assess whether learning objectives have been met.
- Individual members of the group will upload a brief reflection to Blackboard after serving as a class lead.

Final Project: The final project is an “un-essay” assignment designed to complement in-class activities. Students will be encouraged to prepare a visual narrative, such as a map, graph, infographic, or audio/video recording using historical data sources developed over the course of the semester.

You will evaluate your work, in collaboration with your peers and me, based on how compelling and effective the final product communicates your stated goals. The project allows you to focus on developing new skills related to the heritage planning field. The only requirements are that your treatment of the topic be compelling and effective.

The project is compelling when it shows some combination of the following:

- it is interesting
- it is complete (it doesn't leave the audience thinking that important points are being skipped over or ignored)
- it is truthful (any questions, evidence, conclusions, or arguments you raise are honestly and accurately presented)

The project presentation is effective when it shows some combination of these attributes:

- it is readable/watchable/listenable (the production values are appropriately high, and the audience is not distracted by avoidable lapses)
- it is appropriate (it uses a format and medium that suits the topic and approach)
- it is well designed (it is presented in a way that leads the audience to trust your arguments, examples, and conclusions).

The project elements will be broken down over the course of the semester and will include submission of an abstract, a bibliography or source list, a draft presentation, and a final submission.

GRADING

My approach to grading is inspired by Professor Ryan Cordall of Northeastern University and others who have challenged the value of assigning reductive, numerically determined grades. In this course, I want you to feel empowered to explore and experiment. I hope to create an environment in which risk-taking and creative scholarship is rewarded, even if assignments don't turn out as expected.

Students will assess their work in dialogue with me. We will collaboratively assign grades by assessing your work in terms of goals you set for yourself and your intellectual growth during the class. Formally, this means that I will ask you to draft self-evaluations a few times during the semester, including a final self-evaluation through which you will assign yourself a grade. Barring extreme circumstances, this self-assessment will determine your grade for the semester. Ideally, knowing this process in advance will free you to do more ambitious work from the beginning of the semester.

I reserve the right to adjust grades if a student takes undue advantage of this consultative grading paradigm.

ASSIGNMENT SUBMISSION DATES

Assignment dates are established to keep students on track and to verify progress towards the course objectives. If for any reason an assignment is likely to be late, please talk with me in advance. In an emergency, we can discuss accommodations and no credit will be deducted.

CLASS SCHEDULE

The following summary includes assignments that will be completed before and during class. Weekly tasks are organized as modules in the USC Blackboard Learning Management System. The syllabus is a “living document” and subject to revisions as the class progresses. All updates will be reflected in the Blackboard Modules.

Date	Topic and Goals	Reading	In Class Activities	Assignments
1/11	<p>Introductions</p> <p>Review Learning Objectives, Syllabus, Blackboard & Perusal</p>	<p>Harold Kalman & Marcus R. Létourneau, 2020. <i>Heritage Planning: Principals and Processes, 2nd edition</i>, Introduction Chapter 1: “The Nature of Heritage Planning”</p>		
1/18	<p>Preservation & Planning or Preservation Planning</p> <p>Introduce Bunker Hill Refrain</p>	<p>Birch, Eugenie L., & Douglass Roby (1984). “The Planner and the Preservationist: An Uneasy Alliance.” <i>Journal of the American Planning Association</i> 50 (2): 194–207</p> <p>Minner, Jennifer (2016) “Revealing Synergies, Tensions, and Silences Between Preservation and Planning.” <i>Journal of the American Planning Association</i>, 82:2, 72-87</p> <p>Loukaitou-Sideris, Anastasia and Gail Sansbury “Lost Streets of Bunker Hill” <i>California History</i>, Vol. 74, No. 4 (Winter, 1995/1996), pp. 394-407</p>	Class lead sign up	
1/25	<p>Preservation Related Research</p>	<p>Kalman & Létourneau, Chapter 8</p> <p>James Michael Buckley & Donna Graves (2016) Tangible Benefits from Intangible Resources: Using Social and Cultural History to Plan Neighborhood Futures, <i>Journal of the American Planning Association</i>, 82:2, 152-166, DOI: 10.1080/01944363.2016.1141663</p> <p>Roberts, Andrea Texas Freedom Colonies Project https://andrearobertsphd.com/</p>	Site Visit: USC Special Collections, Suzanne Noruschat, USC Libraries, Southern California Studies Specialist	

		Optional: Ryberg-Webster, Stephanie and Kelly Kinahan (2014) "Historic Preservation and Urban Revitalization in the Twenty-First Century" <i>Journal of Planning Literature</i> , 29:2, 119-139		
2/1	The Global Landscape: Actors, Charters and Conventions Heritage Planning & Digital Humanities	Skim Kalman & Létourneau, Chapters 2, 3 and 4 Selections from Preservation Education and Research, Volume 10, 2018, Special Issue on Digital Humanities	Site Visit: USC Ahmanson Lab, Curtis Fletcher, Director	
2/8	Policy Incentives at the Federal Level: Tax Credits, NEPA & Section 106	Julia H. Miller <i>A Laypersons Guide to Historic Preservation Law: A Survey of Federal, State and Local Laws Governing Historic Resource Protection</i> National Trust for Historic Preservation, 2004 A Citizens Guide to Section 106 Review https://www.achp.gov/digital-library-section-106-landing/citizens-guide-section-106-review Historic Tax Credit Coalition: https://www.historiccredit.com/ "Historic Preservation and the Federal Historic Tax Credit: Addressing Challenges of the 21st Century", September 2023 Optional: Kelly L. Kinahan (2019) The Neighborhood Effects of Federal Historic Tax Credits in Six Legacy Cities, <i>Housing Policy Debate</i> , 29:1, 166-180, DOI:10.1080/10511482.2018.1452043	Class Guest: Andy Rutkowski, USC Libraries, Data Visualization Specialist	
2/15	Policies at the State Level: CEQA	State of California, Office of Historic Resources, California Environmental Quality Act	Class Activity: Accessing Sanborn Maps from the Library of Congress	
2/22	Policies at the Local Level	Place Economics (2020) <i>Positive Los Angeles</i> Milder, Emily (2016), "Historically Affordable: How Historic Preservationists and Affordable Housing	TBD Class Guest: Ken Bernstein, Principal Planner & Manager Office of Historic Resources	

		Advocates Can Work Together to Prevent the Demolition of Rent-Stabilized Housing in Los Angeles” <i>Journal of Affordable Housing & Community Development Law</i> 25, 1 pp. 103-131		
2/29	Historic Districts	Cassity, Pratt. 2000. Maintaining Community Character: How to Establish a Local Historic District. Washington, DC: National Trust for Historic Preservation. Appler Douglas R. (2016) “Affordable Housing in National Register districts” <i>Journal of Urbanism: International Research on Placemaking and Urban Sustainability</i> , 9:3, 237-253	Class Activity: Using the US Census	PRESERVATION POLICY ANALYSIS Submit via Blackboard link in Module Be prepared to discuss in class
3/7	Ethics of Preservation	Kalman & Létourneau, Chapter 5 Buckley, James Michael (2018) “People in Place: Local Planning to Preserve Diverse Cultures” in <i>Oxford Handbook of Public Heritage Theory and Practice</i> ed. Angela Labrador and Neil Asher Silberman		ABSTRACT FOR FINAL PROJECT Submit via Blackboard and review in class
3/14	SPRING RECESS	NO CLASS		
3/21	Sustainability, Resilience and Climate Change	Kalman & Létourneau, Chapter 6 Appler, Douglas & Andrew Rumbach (2016) “Building Community Resilience Through Historic Preservation, <i>Journal of the American Planning Association</i> 82:2, 92 - 103 Dastgerdi AS, Sargolini M, Pierantoni I. “Climate Change Challenges to Existing Cultural Heritage Policy”. <i>Sustainability</i> . 2019; 11(19):5227. https://doi.org/10.3390/su11195227 Optional: Kalman & Létourneau, Chapter 7		PRIMARY & SECONDARY SOURCE LIST Submit via Blackboard and review in class
3/28	Community Engagement	Kalman & Létourneau, Chapter 9		

		<p>Roberts, A., & Kelly, G. (2019). "Remixing as Praxis". <i>Journal of the American Planning Association</i>, 85, 301 - 320. https://doi.org/10.1080/01944363.2019.1622439.</p> <p>Bonacini, Elisa (2019) Engaging Participative Communities in Cultural Heritage: Using Digital Storytelling in Sicily, <i>International Information & Library Review</i>, 51:1, 42-50</p>		
4/4	Values & Significance	<p>Kalman & Létourneau, Chapter 10</p> <p>Avrami, Erica C., Randall Mason, and Marta De la Torre. (2000). Values and Heritage Conservation: Research Report. Los Angeles, CA: Getty Conservation Institute.</p> <p>Stiles, E.B. (2022). "Fieldwork Futures: Historic Preservation". <i>Buildings & Landscapes: Journal of the Vernacular Architecture Forum</i> 29(2), 15-24. https://doi.org/10.1353/bdl.2022.0010.</p> <p>Noonan, Douglas S., and Douglas J. Krupka. (2010). "Determinants of Historic and Cultural Landmark Designation: Why We Preserve What We Preserve." <i>Journal of Cultural Economics</i>. 34 (1): 1–26.</p>		<p>PROJECT DRAFT</p> <p>Be prepared to share and discuss in class</p>
4/11	Gentrification & Displacement	<p>Coulson, N. E., & Leichenko, R. M. (2004). Historic Preservation and Neighborhood Change. <i>Urban Studies</i>, 41(8), 1587-1600. https://doi.org/10.1080/0042098042000227028</p> <p>McCabe, B. J., & Ellen, I. G. (2016). Does preservation accelerate neighborhood change? Examining the impact of historic preservation in New York City. <i>Journal of the American Planning Association</i>, 82(2), 134–146.</p>	Visions and Voices Event, Doheny Library	
4/18	Managing Change	<p>Kalman & Létourneau, Chapter 11</p>		

4/25	Heritage Plans and the Future of Heritage Planning (and Cities...)	Kalman & Létourneau, Chapter 12 McDonald, Bonnie (November 2023) The Relevancy Guidebook, Landmarks Illinois		FINAL PROJECT PRESENTATIONS
5/2	FINAL			SUBMIT FINAL PROJECT Via Blackboard Assignment Link

Statement on Academic Conduct and Support Systems

Academic Integrity:

The University of Southern California is a learning community committed to developing successful scholars and researchers dedicated to the pursuit of knowledge and the dissemination of ideas. Academic misconduct, which includes any act of dishonesty in the production or submission of academic work, compromises the integrity of the person who commits the act and can impugn the perceived integrity of the entire university community. It stands in opposition to the university's mission to research, educate, and contribute productively to our community and the world.

All students are expected to submit assignments that represent their own original work, and that have been prepared specifically for the course or section for which they have been submitted. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s).

Other violations of academic integrity include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), collusion, knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university. All incidences of academic misconduct will be reported to the Office of Academic Integrity and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see the student handbook or the Office of Academic Integrity's website, and university policies on Research and Scholarship Misconduct.

Please ask your instructor if you are unsure what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.

Students and Disability Accommodations:

USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are

not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Support Systems:

Counseling and Mental Health - (213) 740-9355 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

988 Suicide and Crisis Lifeline - 988 for both calls and text messages – 24/7 on call

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL) – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

Office for Equity, Equal Opportunity, and Title IX (EEO-TIX) - (213) 740-5086

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

The Office of Student Accessibility Services (OSAS) - (213) 740-0776

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

USC Campus Support and Intervention - (213) 740-0411

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity, Equity and Inclusion - (213) 740-2101

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-1200 – 24/7 on call

Non-emergency assistance or information.

Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC)

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

Occupational Therapy Faculty Practice - (323) 442-2850 or otfp@med.usc.edu

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.