



## INTRODUCTION TO HERITAGE CONSERVATION

ANTHRO 128A-002 (Course 30204)

UNIVERSITY OF CALIFORNIA, BERKELEY • DEPARTMENT OF ANTHROPOLOGY

Spring 2019 Course Syllabus

Prof. William A. White, III

Email: [wawhite@berkeley.edu](mailto:wawhite@berkeley.edu)

Lecture: Tu, Th 2:10PM—3:29PM

Office Hours: Tu and Thurs 8:00—9:30 AM or by appointment

### What is this course about?

This course provides an overview of the origins, history, and execution of heritage conservation with an emphasis on the United States. You will discuss and ponder the motivations for preservation regulations in the United States, the role they play in community development, and how these regulations articulate with the wider field of heritage conservation **4 Units**

### Why is this course important?

How do people decide what is worthy of preservation and what is not? Ever wonder how that building got a historic preservation plaque? Why a developer would preserve an old building instead of demolishing it and building anew? How can local communities use historic preservation to prevent the wholesale destruction of their neighborhood? This course will help you better understand the mechanics of historic preservation and how it articulates with the wider field of heritage conservation.

### What you should be able to know and do by the end of this course?

- Understand the regulatory and political mechanisms behind historic preservation.

- Gain an awareness of how developers, local governments and local communities need to work together to preserve heritage sites.
- Develop and articulate an argument in favor of heritage conservation.
- Address current issues in historic preservation.
- Understand how sites are conserved and for whom they are preserved.

### What are the course policies?

- Readings form the core of our class discussions and activities. Please come prepared. I expect you to participate.
- Attendance is optional but you will not do well without attending lectures.
- Restrict cell phone use to course-related activities. For emergencies, please take your phone outside.
- The writing assignments and Midterm can be turned in late, but will only be worth up to 50% of allotted points. The Final cannot be turned in late.
- I am a fan of respect and will do my very best to show you all respect. There may be

times when, in discussion, you might disagree with me or the other students. This is okay. We are always free to disagree with others but I expect you to remain respectful in this class.

- Follow the directions on all assignments and be a good partner in all group activities

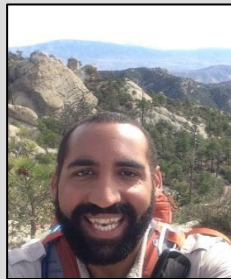
### Are there any required texts?

There are two required texts:

Rypkema, Donovan D. (2005). *The Economics of Historic Preservation: A Community Leader's Guide*. Second Edition. National Trust for Historic Preservation, Washington, D.C.

Tyler, Norman, Irene R. Tyler, and Ted J. Ligibel (2018). *Historic Preservation: An Introduction to Its History, Principles, and Practice*. Third Edition. W.W. Norton & Company, New York.

Additional texts will be posted on the class' bCourses site



**About the Instructor:** For as long as he can remember, Bill White has always wanted to become an archaeologist. His professional archaeology career began in 2004 when he started working in cultural resource management. More recently, Bill's work has focused on community-based public archaeology with an emphasis on African American history and the racialization process. His current research interests include heritage conservation, historic preservation law and practice, cultural landscapes, and digital humanities.

### Notification of Objectionable

**Materials:** Some portions of the course content may be considered unsettling by some students, but such materials and subjects are important for the learning process. Students are not excused from interacting with such materials, but they are certainly encouraged to articulate well-formed opinions that express those objections and their reasons for them. These potentially objectionable subjects in this class include, but are not limited to: **human skeletal remains, socioeconomic divisions, ethnocentrism, discrimination, race, and racism**. Please tell me in advance if you will have difficulties addressing any of these topics.

## How will you be graded?

ASSIGNMENT	POINTS	PERCENTAGE	YOUR SCORE	DUE DATES
Weekly Quizzes	80	14		Bi-Weekly
Four short essays (50 points each)	200	36		2/5; 2/28; 4/4; 5/2
Midterm	100	18		3/14
Final Exam	100	18		5/16
Discussion	80	14		Bi-Weekly
TOTAL	560	100	Your total points ÷ 560 = Your grade	

This class has no extra credit or grading curve in this class. Points earned for quizzes and discussion participation cannot be made up. The Midterm can be accepted up to 2 weeks after the due date but it will only be worth as much as 50% of the maximum grade. For example, you can turn in your midterm late but will only be able to earn a maximum of 50 points. This assignment will not be accepted more than 2 weeks late.

I am reasonable, however, and understand that sometimes life events happen that make it difficult for you to turn in your assignments on time. Contact me BEFORE you miss an assignment in order to schedule a make-up.

## How is this class structured?

The course has three major themes that will be interwoven into each week's readings, lectures, and assignments:

1. **Regulatory Contexts:** An overview of relevant international, national, state, and local historic preservation regulations that impact heritage conservation.

2. **Community Involvement:** This theme investigates the role of local citizens and their governments when it comes to heritage conservation.

3. **Networked Heritage:** The entanglement created when history, heritage, landscapes, race, language, class, and culture converge on heritage properties.

### What do you have to do to get an 'A'?

Assignments in this class are designed to help you improve your critical thinking, technical writing, and academic research skills. Course content will be used as the topics and datasets for writing assignments that focus on developing technical writing abilities, a skill that can be applied to any college essay, scholarship, grant application, or research project after graduation.

Your final grade will be based on how well you performed on quizzes, a take-home written midterm, a take-home written final exam, quizzes, and your participation in class discussion.

*Weekly Quizzes:* There will be a 10-point quiz every other week. hosted on bCourses. There will be a total of 8 quizzes possible in

this class. Your quiz grade will be based on your performance on each quiz. *It is in your best interest to take as many quizzes as you can so you have the highest score possible.* Quizzes are automatically graded in bCourses. There are no makeups for quizzes as they are hosted and graded automatically.

*Midterm and Final Exams:* You will have 48 hours to complete these exams at home and submit them in the form of a Microsoft Word document (doc or docx) to a folder on the class' bCourses page. The exams are noncumulative and will cover key concepts from the first and second halves of the course respectively.

*Discussion:* You will be responsible for participating in classroom discussions about the contents of weekly readings. Your discussion grade will be evaluated based on the entire class' expressed knowledge of the required readings and participation in classroom activities.

Your discussion participation grade will be based on how much the class, as a whole, participates in weekly discussion and in-class activities. Every other week, a single point value for discussion will be given to all students. This means you will all receive the same amount of points for discussion. This grade will suffer if students stop attending class or fail to demonstrate that they have read the readings before class.

*Writing Assignments:* The writing assignments for this course are designed to push students to produce efficient, precise analytical writing that draws upon course content such as readings, other peer-reviewed sources, online videos, and the lectures.

For this class, the writing assignments will include four (4) short essays related to a larger topic in heritage conservation. Each essay will be related to a single issue related to the larger topic that you will choose in the fourth week of class. Each essay will be worth 50 points apiece (4 essays x 50 points = 200 total points). You will tell me the theme you will be writing about in week 4 of the course.

Your essays will be between 400 and 700 each words, single-spaced, and will be submitted as a Microsoft Word file (doc or docx). Other file formats will not be accepted or graded. Each essay must follow instructions/ guidelines, have proper grammar, include in-text citations, and a works cited page.

The four essay topics include:

1. A description of which issue you chose and why you chose it;
2. A summary of the general principles, ideas, and solutions that address these issues;
3. Two case reviews (one of which must be local [San Francisco Bay Area]) exemplifying how they articulate with heritage conservation principles, laws, and incentives, and;
4. A conclusion, representing your (re)interpretation of the issues and their significance based on your newly informed awareness, and;

Accompanying graphics (locational maps, images, diagrams, plans, etc.) should accompany the case study analysis to illustrate your text.

Your paper will be evaluated on the succinctness of your research, organization

of ideas and information, the clarity of its presentation, and grammatical correctness.

### **\*Potential Research Paper Topics:**

- Depictions of the recent past
- International Heritage Conservation
- Sustainability
- Heritage Tourism
- Industrial Archeology
- Adaptive Use
- Cultural Resource Management
- Historical Landscapes
- Neighborhood Preservation Zones
- Technology and Historic Preservation
- Community/Downtown Revitalization
- Materials Conservation
- Heritage Corridors
- Diversity
- Social Justice
- Economic Incentives for Preservation
- Community-Based Participatory Projects
- Archaeology

\*Please check with me about acceptable paper topics not listed here

**\*Reading and assignment schedule** (Dates and topics subject to change)

* Readings and Videos are essential to your success in this class. Please complete each week's readings by the start of each class					
WEEK	DATE	TOPIC	VIDEOS	READINGS	ASSIGNMENTS
1	1/22/2019	Introduction to the course	Why Heritage is our Future ( <a href="https://youtu.be/xbo1FWkwQOM">https://youtu.be/xbo1FWkwQOM</a> )	N/A	
	1/24/2019	What is historic preservation/heritage conservation		Tyler, Tyler, and Ligibel 2018: Chapter 2; National Register of Historic Places on Wikipedia: <a href="https://en.wikipedia.org/wiki/United_States_National_Register_of_Historic_Places_listings">https://en.wikipedia.org/wiki/United_States_National_Register_of_Historic_Places_listings</a> (review) National Trust for Historic Preservation website: <a href="http://www.preservationnation.org/">www.preservationnation.org/</a> (review)	Quiz 1; Participation Grade
2	1/29/2019	Regulatory Contexts: Early Preservation Paradigms	Building on the Past? ( <a href="https://youtu.be/-ZytK-73DEE">https://youtu.be/-ZytK-73DEE</a> )	"A Brief History of Federal Cultural Resource Management" from King, <i>Cultural Resource Laws &amp; Practice</i> , pp. 13-32	
	1/31/2019	Regulatory Contexts: Early Preservation Efforts		Tyler, Tyler, and Ligibel 2018: Chapter 3	Participation Grade
3	2/5/2019	Regulatory Contexts: Preservation programs-Federal		Miller 2008	Essay #1 DUE: Your issue in Heritage Conservation
	2/7/2019	Regulatory Contexts: Preservation programs-State/local		Miller 2008	Quiz 2

* Readings and Videos are essential to your success in this class. Please complete each week's readings by the start of each class					
WEEK	DATE	TOPIC	VIDEOS	READINGS	ASSIGNMENTS
4	2/12/2019	Regulatory Contexts: The National Trust for Historic Preservation, Part I	National Register Toolkit Videos 1—19 ( <a href="https://www.youtube.com/playlist?list=PLk9GN_xSQe40WAuE4AjtGFIGOKTt0Q7IL">https://www.youtube.com/playlist?list=PLk9GN_xSQe40WAuE4AjtGFIGOKTt0Q7IL</a> )	How to Complete the National Register Registration Form: pages 1—51 ( <a href="https://www.nps.gov/nr/publications/bulletins/pdfs/nrb16a.pdf">https://www.nps.gov/nr/publications/bulletins/pdfs/nrb16a.pdf</a> )	
	2/14/2019	Regulatory Contexts: The National Trust for Historic Preservation, Part II		How to Complete the National Register Registration Form Pgs. 1—51	Participation Grade
5	2/19/2019	International Preservation Programs, Part I	Preserving Cultural Heritage in Natural and Manmade Disasters ( <a href="https://www.doi.gov/ppa/seminar_series/video/preserving-cultural-heritage-in-natural-and-manmade-disasters">https://www.doi.gov/ppa/seminar_series/video/preserving-cultural-heritage-in-natural-and-manmade-disasters</a> )	Tung (2001): Chapter 8— "Preservation and Social Conscious"	
	2/21/2019	International Preservation Programs, Part II		ICOMOS website: <a href="http://www.icomos.org">www.icomos.org</a> (review in particular "About ICOMOS", "Charters and Other Doctrinal Texts", "ICOMOS and UNESCO World Heritage", and "Documentation Centre") UNESCO website: <a href="http://portal.unesco.org/en/">http://portal.unesco.org/en/</a> and UNESCO Intangible Cultural Heritage website <a href="https://ich.unesco.org/">https://ich.unesco.org/</a>	Quiz 3
6	2/26/2019	Historic Preservation Economics:, Pt. I	Local Government Planning Forum—	Rypkema 2005: Chapter 3	

* Readings and Videos are essential to your success in this class. Please complete each week's readings by the start of each class					
WEEK	DATE	TOPIC	VIDEOS	READINGS	ASSIGNMENTS
			Rypkema ( <a href="https://youtu.be/t_OT5vhvaww">https://youtu.be/t_OT5vhvaww</a> )		
	2/28/2019	Historic Preservation Economics:, Pt. II	Historic Preservation for Community Economic Development ( <a href="https://youtu.be/4daY-rmysr0">https://youtu.be/4daY-rmysr0</a> )	Rypkema 2005: Chapter 4	Essay # 2 DUE: Principles/Solutions to your issue in Heritage Conservation; Participation Grade
7	3/5/2019	Historic Preservation Economics: Downtown Revitalization, Pt. I	Regenerating Neighborhoods with Cultural Heritage ( <a href="https://youtu.be/xkjEzYg1PwU">https://youtu.be/xkjEzYg1PwU</a> )	Rypkema 2005: Chapter 5	
	3/7/2019	Historic Preservation Economics: Downtown Revitalization, Pt. II		Rypkema 2005: Chapter 7	Quiz 4
8	3/12/2019	First Half Review		No Readings	Participation Grade
	3/14/2019	No Class			MIDTERM DUE
9	3/19/2019	Preservation and Sustainability, Part I	Why Heritage Conservation Is Green Development (Lim Gaik Siang) ( <a href="https://youtu.be/wVGd5B1c41o">https://youtu.be/wVGd5B1c41o</a> )	Carroon 2010: Chapter 1	
	3/21/2019	Preservation and Sustainability, Part II		Carroon 2010: Chapter 2	Quiz 5



* Readings and Videos are essential to your success in this class. Please complete each week's readings by the start of each class					
WEEK	DATE	TOPIC	VIDEOS	READINGS	ASSIGNMENTS
10	3/27/2019	SPRING BREAK		N/A	
	3/29/2019	SPRING BREAK		N/A	No Assignments
11	4/2/2019	Preservation and Sustainability: Building Preservation and Rehabilitation	Our Disposable Architecture (Jenny Bevan) ( <a href="https://youtu.be/7OLsIvyF-i8">https://youtu.be/7OLsIvyF-i8</a> )	Tyler, Tyler, and Ligibel 2018: Chapter 8	
	4/4/2019	Preservation and Sustainability: Cultural Resource Management		Hardesty and Little 2000, "Scientific and Scholarly Significance"	Essay #3: Case studies on your issue in Heritage Conservation; Participation Grade
12	4/9/2019	Preservation and Heritage Tourism, Part I	Digventures: Barrowed Time Playlist ( <a href="https://www.youtube.com/playlist?list=PLnwSwNSjVemYlp0F3KhqVtudepkJrr0Q4">https://www.youtube.com/playlist?list=PLnwSwNSjVemYlp0F3KhqVtudepkJrr0Q4</a> )	Digventures website ( <a href="https://digventures.com/about-us/">https://digventures.com/about-us/</a> )	
	4/11/2019	Preservation and Heritage Tourism, Part II	How do we keep "bro-ing" away from open access archaeology?: Open Access, Cultural Appropriation, and Archaeology (TBA)	Tyler, Tyler, and Ligibel 2018: Chapter 11; Openness and Sensitivity SAA Symposium Abstracts	Quiz 6
13	4/16/2019	Preservation and Communities: Networked Heritage		Rypkema 2005: Chapter 6; What is Networked Heritage ( <a href="https://medium.com/networked-">https://medium.com/networked-</a>	

* Readings and Videos are essential to your success in this class. Please complete each week's readings by the start of each class					
WEEK	DATE	TOPIC	VIDEOS	READINGS	ASSIGNMENTS
				<a href="#">heritage/networked-heritage-f89130ee643f)</a>	
	4/18/2019	Preservation and Communities: Traditional Cultural Landscapes		Watkins (2000) <i>Indigenous Archaeology</i> : Chapter 11	Participation Grade
14	4/23/2019	Historic Preservation in the 21 <sup>st</sup> Century	Jeff Siegler - Building Community Through Historic Preservation ( <a href="https://youtu.be/30figZ5MAbk">https://youtu.be/30figZ5MAbk</a> )	Rypkema 2005: Chapter 10	
	4/25/2019	Heritage Conservation in the 21 <sup>st</sup> Century: The African Burial Ground, NYC		LaRoche and Blakey 1997, "Seizing Intellectual Power"	Quiz 7
15	4/30/2019	Heritage Conservation in the 21 <sup>st</sup> Century: The Basque Block, Boise, Idaho		Shelby 2014, "Remaking Grove" pgs. 186—203; Boise Basque Center website ( <a href="https://www.basquecenter.com/">https://www.basquecenter.com/</a> )	
	5/2/2019	Heritage Conservation in the 21 <sup>st</sup> Century: The Joint Courts Complex Archeological Data Recovery Project, Tucson, Arizona		Hall et al. 2008 ( <a href="http://webcms.pima.gov/UserFiles/Servers/Server_6/File/Government/Joint%20Courts%20Archaeological%20Project/General%20Information%20and%20Reports/JCC-EOF-final.pdf">http://webcms.pima.gov/UserFiles/Servers/Server_6/File/Government/Joint%20Courts%20Archaeological%20Project/General%20Information%20and%20Reports/JCC-EOF-final.pdf</a> )	Essay #4 DUE: (Re)interpretation of your issue in Heritage Conservation; Participation Grade
16	5/7/2019	RRR Week		N/A	
	5/9/2019	RRR Week		N/A	No Assignments
17	5/14/2019	Finals Week		N/A	Quiz 8
	5/16/2019	Finals Week		N/A	FINAL EXAM DUE



## University of California, Berkeley

### Course Policies

#### Safe Spaces

Lecture and in-class discussion are open spaces for a dialogue on topics that some may find controversial or sensitive. Active participation is both encouraged and expected. Please contribute to the discussion, ask questions, and feel free to disagree with your instructor, fellow students, and any of the course content in a respectful manner. The university takes threatening and/or disruptive behavior very seriously. Please see the appropriate sections of the Berkeley Campus Student Code of Student Conduct for discussions of threatening and disruptive behavior ([http://sa.berkeley.edu/sites/default/files/UCB-Code-of-Conduct-new%20Jan2012\\_0.pdf](http://sa.berkeley.edu/sites/default/files/UCB-Code-of-Conduct-new%20Jan2012_0.pdf))

If you are concerned about the behavior of those in this class, you can view the many Safe Spaces for Students options offered by Cal Berkeley (<http://diversity.berkeley.edu/community-support-spaces-and-resources/services-and-safe-spaces-students>) or those offered by the Berkeley Office for the Prevention of Harassment and Discrimination (<https://ophd.berkeley.edu/>)

#### Academic Integrity

(<http://teaching.berkeley.edu/statements-course-policies#academic>)

Any test, paper or report submitted by you and that bears your name is presumed to be your own original work that has not previously been submitted for credit in another course unless you obtain prior written approval to do so from your instructor. In all your assignments, including your homework or drafts of papers, you may use words or ideas written by other individuals in publications, web sites, or other sources, but only with proper attribution. If you are not clear about the expectations for

completing an assignment or taking a test or examination, be sure to seek clarification from your instructor beforehand. Finally, you should keep in mind that as a member of the campus community, you are expected to demonstrate integrity in all your academic endeavors. The consequences of cheating and academic dishonesty—including a formal discipline file, possible loss of future internship, scholarship, or employment opportunities, and denial of admission to graduate school—are simply not worth it.

**Cheating:** Anyone caught cheating on a quiz or exam will receive a failing grade for that assignment and will also be reported to the University Office of Student Conduct. Except for the final project in this class, please do your own work on writing assignments, quizzes, and exams to guarantee that you are not suspected of cheating. Make sure the documents you upload to bCourses were created by you on your own computer with an IP address associated with you.

**Plagiarism/Self-plagiarism:** I encourage collaboration, but you must be original in composing the writing assignments in this class. To copy text or ideas from another source (including your own previously, or concurrently, submitted course work) without appropriate reference is plagiarism and will result in a failing grade for your assignment and usually further disciplinary action. For additional information on plagiarism, self-plagiarism, and how to avoid it, see, for example: <http://www.lib.berkeley.edu/instruct/guides/citations.html#Plagiarism> Here's what I have to do if you're caught plagiarizing <http://gsi.berkeley.edu/teachingguide/misconduct/prevent-plag.html>

**Turnitin:** UC Berkeley's honor code states "As a member of the UC Berkeley community, I act with honesty, integrity, and respect for others." As a tool to promote academic integrity in this

course, written work submitted via bCourses may be checked for originality using Turnitin. Turnitin compares student work to a database of books, journal articles, websites, and other student papers. This creates an opportunity for students to improve their academic writing skills, by ensuring that other sources have been properly cited and attributed. For more information about Turnitin at UC Berkeley, visit: <http://ets.berkeley.edu/academic-integrity>

**Letters of Accommodation:** I am dedicated to making this course available and passible to any student, regardless of disability. If you need accommodation to help with any of my assignments, please request a Letter of Accommodation from the university (<http://dsp.berkeley.edu/students/returning-students/letters-accomodation>).

**Accommodation of Religious Creed:** I respect all religious beliefs. If any of my assignments conflict with a religious event, please tell me in advance so we can make arrangements (<http://sa.berkeley.edu/uga/religion>).

**Scheduling Conflicts:** Life happens. I know. If you have a conflict with any of the assignments in class, please notify me BEFORE you need to miss class or an assignment. We can work something out.

**Technology Disclaimer:** This is not an online class but you will not be able to easily access course materials without: internet access (Wi-Fi, Ethernet, 4G service) and a computer (PC or Mac), a tablet (Microsoft Surface, iPad, Samsung Galaxy Tab), and/or a smartphone. Many of the in-class activities will require you to bring a digital device to class. *Please make sure you come to class with a digital device that can access the internet, Microsoft Word, and Adobe PDF reader.* Contact me immediately if you don't already have access to one of these devices and internet/4G reception so we can work something out.

Likewise, this course heavily uses its bCourses site. There, you will find course readings, submit your written assignments, access quizzes, and access your grades. I will do my best to make sure the website is working, but please tell me if anything on the website does not work. Also, glitches with the website are not excuses for you to not complete course assignments. Back up any problems with an email with your assignment attached. I will help walk you through any problems but you still need to do the work.

## The Department of Anthropology at the University of California, Berkeley

The anthropology department at Berkeley is [one of the top anthropology programs in the world](#). Your school is at the cutting edge when it comes to archaeology, sociocultural anthropology, and biological anthropology. See what's going on in anthro:

<http://anthropology.berkeley.edu/news>. Or, beat the rush and change your major or minor to anthropology: <http://anthropology.berkeley.edu/undergraduate/anthropology-majors>

