



ARCH 550: HERITAGE CONSERVATION POLICY AND PLANNING

Spring 2021: Thursday 6:00pm – 8:50pm

Location: Online

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.

The class is organized as an online, discussion-oriented seminar with asynchronous and synchronous assignments that give you the opportunity to apply your learning to a real-world site. Over the course of the semester, we will create a digital public history project using primary sources related to the Bunker Hill neighborhood in Los Angeles. As individuals and as a class, we will prepare an analysis of the planning and policy frameworks that undergirded decisions about Bunker Hill and will use a variety of historical sources to tell new stories about the neighborhood. It will be our goal to learn not simply *about* history, but *from* history. An examination of Bunker Hill's social and built environment sheds light on the ways that everyday people made a home for themselves in early twentieth-century Los Angeles. As one of the most significant preservation losses in the city, our work will explore how heritage planning, broadly understood, might meet the needs of diverse communities today. While grounded in a historical case study, our readings and discussions will identify how contemporary practice engages with issues of social justice and the built environment.

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 broad goals. Students will 1). become familiar with policies that govern preservation in the United States; 2). perform research using primary sources; and 3). practice communicating historical information to the public.

LEARNING OUTCOMES

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 preservation policies and contemporary planning issues
- Produce a preservation related "data story" in the digital public sphere that relies on critically evaluated, appropriately cited primary and secondary sources.

RECOMMENDED PREPARATION

Participants should have taken ARCH 549 and be comfortable with basic conservation information, including theories about what and how we preserve, and the evolution of the preservation/conservation field. 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 HARDWARE

The course content is delivered in both synchronous (occurring at the same time) and asynchronous (not at the same time) formats. Students should have access to an internet-enabled device with browser capabilities. During class time, it is expected that students will use their devices to participate in activities guided by the instructor. The weekly meetings will be recorded and, whenever possible, alternative assignments will be available if students have to miss a scheduled class period.

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

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 weekly assignments, prepare questions for each class based on the readings, and participate fully in group discussions. Students will be asked to take the lead on at least one class session and to facilitate discussion based on assigned reading. Sign-up procedures and discussion responsibilities will be reviewed in class during week 1.

Preservation Policy Analysis: Students will prepare two short papers of approximately 5 pages each that critically evaluate federal, state or local preservation policies. Specific directions and an assessment rubric will be available in Blackboard and discussed in class.

Encounter with Preservation: As a way to connect class discussions with contemporary practice, over the course of the semester, students will submit a reflective “encounter” with preservation to a discussion board thread on Blackboard. These reflections will be used as discussion prompts in class to link preservation and planning issues.

Final Project: As a class, we will create a website using the Scalar open source platform to highlight Bunker Hill stories developed from primary sources. Each student will contribute a “data story” to the website. Other parts of the website will be developed in collaboration with others during class meetings and will likely include:

- Annotated bibliography of primary and secondary sources
- Summary and interpretation of historical policy documents
- Discussion of the site’s local and national significance
- Geographic and demographic maps of Bunker Hill at various points in time
- Photographic analysis of the neighborhood over time
- Input from stakeholders, especially descendants of the individuals and families who were displaced through redevelopment.

GRADING

- Reading, including discussion lead: 30%
- Policy Analysis: 20%
- Preservation Encounter: 10%
- Final Project: 30%
- Participation: 10%

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 the instructor 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 Blackboard.

Date	Topics	Before Class Prep	In-Class Activities	Assignments
1/21	Introductions	Harold Kalman & Marcus R. L��tourneau, 2020. “The Nature of Heritage Planning” <i>Heritage Planning: Principals and Processes, 2nd edition</i> , Introduction chapter 1 (1.1, 1.2 & 1.3). OPTIONAL: Kalman & L��tourneau, Chapter 2: Organization of the Heritage Sector	Syllabus & Blackboard review Establish norms and expectations Discussion lead sign up	
1/28	Preservation & Planning < Preservation Planning	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	Introduction to Bunker Hill, then and now	

		<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>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</p> <p>OPTIONAL: Watch APA videos: Voices of Equity in Planning</p>		
2/4	<p>Preservation Related Research</p> <p>Search Strategies</p>	<p>Kalman & Létourneau, Chapter 8</p> <p>Brundage, Anthony "Nature of Historical Sources" <i>Going to the sources a guide to historical research and writing</i>, Chichester: Wiley-Blackwell; 2013</p> <p>Cunsolo Willox A, Harper SL, Edge VL. "Storytelling in a digital age: digital storytelling as an emerging narrative method for preserving and promoting indigenous oral wisdom". <i>Qualitative Research</i>. 2013;13(2):127-147. doi:10.1177/1468794112446105 https://link.springer.com/chapter/10.1007/978-3-030-37191-3_18</p> <p>OPTIONAL: Selections from Elizabeth Ann Danto <i>Historical Research</i>, New York: Oxford University Press; 2008</p>	<p>Check out USC Library Research Guide: Primary Sources</p> <p>Review USC Libraries Special Collections Bunker Hill Redevelopment Collection Finding Aid</p> <p>Class Guest: Suzanne Noruschat. USC Libraries, Special Collections</p>	
2/11	<p>Policy Incentives at the Federal Level: NEPA & Section 106</p> <p>Primary vs. Secondary Sources</p>	<p>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</p> <p>NPS Tax Incentives for Preserving Historic Properties https://www.nps.gov/tps/tax-incentives.htm</p> <p>OPTIONAL: A Citizens Guide to Section 106 Review https://www.achp.gov/digital-library-section-106-landing/citizens-guide-section-106-review</p> <p>OPTIONAL: Introduction to the Federal Historic Preservation Program. Host: NCPE, 7/17/20. Part 1 - Jim Gabbert YouTube video (starting at about minute 8)</p> <p>OPTIONAL: Loukaitou-Sideris, Anastasia and Gail Sansbury. (1995/96) "Lost Streets of Bunker Hill" <i>California History</i>, Winter, 394-407</p>	<p>Secondary sources bibliography</p>	

2/18	<p>Policies at the State Level: CEQA</p> <p>Evaluating Primary Sources</p>	<p>Patrice Fry and Rachel Bowdon, "Historic Preservation: Expanding the Planner's Toolbox" <i>PAS Memo</i> September/October 2012</p> <p>California Office of Historic Preservation, (2004) <i>Technical Assistance Series. California Environmental Quality Act (CEQA) and Historic Resources</i>, Sacramento</p> <p>Vella, Stephen (2008) "Newspapers" <i>Reading Primary Sources</i> 1st Edition, Routledge</p> <p>OPTIONAL: Thinking Like a Historian YouTube</p>	<p>Review CRA Conditions of Blight, 1947 and CRA Determination of Blight 1951</p> <p>Yukio Kawaratahi Interview Segment 36 by Densho Visual History Collection video</p> <p>Primary source bibliography</p>	
2/25	<p>Policies at the Local Level</p> <p>Acknowledging Gaps in the Historic Record</p>	<p>Place Economics (2020) <i>Positive Los Angeles</i></p> <p>Bernstein, Ken & Janet Hansen (2016) "SurveyLA: Linking Historic Resources Surveys to Local Planning" <i>Journal of the American Planning Association</i> 82:2, 88-91</p> <p>Getty Conservation Institute <i>Incentives for Preservation and Rehabilitation of Historic Homes in the City of Los Angeles</i>, 2004. Section 1</p>	<p>Federal Investigation of Housing 1955 and CRA Rebuttal Statement, 1958</p> <p>TBD Class Guest Ken Bernstein, Principal Planner & Manager Office of Historic Resources</p>	<p>PRESERVATION POLICY ANALYSIS 1</p>
3/4	<p>Historic Districts</p> <p>The photographic record</p>	<p>Cassity, Pratt. 2000. Maintaining Community Character: How to Establish a Local Historic District. Washington, DC: National Trust for Historic Preservation.</p> <p>Ammon FR. 2018 "Picturing Preservation and Renewal: Photographs as Planning Knowledge in Society Hill, Philadelphia". <i>Journal of Planning Education and Research</i>. December. 1-17</p> <p>OPTIONAL: Schneider, Benjamin (2019) CityLab University: Zoning Codes</p> <p>OPTIONAL: Kendig, Lane (2017) <i>Protecting Value Through Historic Preservation Regulations</i> American Planning Association, Zoning Practice</p>	<p>Salvaged CRA Bunker Hill Photos</p> <p>Rhetoric of historic photographs</p>	
3/11	<p>Ethics of Preservation</p>	<p>Kalman & Létourneau, Chapter 5</p> <p>Angela Labrador and Neil Silberman (2018) Introduction: Public Heritage as Social Practice" in <i>Oxford Handbook of Public Heritage Theory and Practice</i> ed. Angela Labrador and Neil Asher Silberman</p> <p>Carpio, Genevieve (2020) "Tales from the Rebel Archive: History as Subversive</p>	<p>Snapshots of Bunker Hill in 1939 WPA census cards</p>	<p>PRESERVATION POLICY ANALYSIS 2</p>

		<p>Practice at California's Margins" <i>Southern California Quarterly</i>, 102, 1, 57-79</p> <p>Frishman, Richard, (2020) "Hidden in Plain Sight: The Ghosts of Segregation" The New York Times</p> <p>OPTIONAL: Allison H. Fischer-Olson, Claire Perrott (2020) "The ONWARD Project and Native Voices: Interventions in Biased 1930s Archival Collections" <i>The Public Historian</i> 42 (1): 80-97.</p> <p>OPTIONAL: Mualam, Nir & Rachelle Alterman (2020) "Architecture is not Everything: A multi-faceted Conceptual Framework for Evaluating Heritage Protection Policies" <i>Journal of Cultural Policy</i> 26:3, 291-311</p>		
3/18	Sustainability	<p>Kalman & Létourneau, Chapter 6</p> <p>Gibson, Jamesha, Marccus Hendricks, & Jeremy Wells (2020) "Incorporating Equitable Participatory Methodologies in Heritage Disaster Recovery Planning for Socially Vulnerable Groups"</p> <p>OPTIONAL: Appler, Douglas & Andrew Rumbach (2016) "Building Community Resilience Through Historic Preservation, <i>Journal of the American Planning Association</i> 82:2, 92 - 103</p> <p>OPTIONAL Kaufman, Ned (2018) "The Social Sciences: What Role in Conservation?" in <i>Oxford Handbook of Public Heritage Theory and Practice</i> ed. Angela Labrador and Neil Asher Silberman</p>	Tracing the outcomes of redevelopment with US Census and City Directories	
3/25	Community Engagement	<p>Kalman & Létourneau, Chapter 9</p> <p>Mulligan, Martin (2018) "On the Need for a Nuanced Understanding of Community in Heritage Policy and Practice" in <i>Oxford Handbook of Public Heritage Theory and Practice</i> ed. Angela Labrador and Neil Asher Silberman</p> <p>Mellon Foundation (2020) Indigenous Communities are Using an Empowering Tool to Reclaim Their Histories in the Digital Space</p> <p>OPTIONAL: Elisa Bonacini (2019) Engaging Participative Communities in Cultural Heritage: Using Digital Storytelling in Sicily, <i>International Information & Library Review</i>, 51:1, 42-50</p>	Identify data story ideas	

4/1	Presenting Research to the Public	<p>Kidd, Jenny (2018) "Public Heritage and the Promise of the Digital" in <i>Oxford Handbook of Public Heritage Theory and Practice</i> ed. Angela Labrador and Neil Asher Silberman</p> <p>W.E.B. Du Bois' Visionary Infographics Come Together for the First Time in Full Color" Smithsonian Magazine.</p> <p>"Florence Nightingale, datajournalist" The Guardian</p> <p>18th Street Art Center, Culture Mapping 90404</p> <p>Historias de San Antonio ArcGIS StoryMap</p>	Check out USC Libraries Scalar Digital Exhibitions	"DATA STORY" IDEA FOR FINAL PROJECT
4/8	Values & Significance	<p>Kalman & Létourneau, Chapter 10</p> <p>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</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>	Work on data story	
4/15	Managing Change	<p>Kalman & Létourneau, Chapter 11</p> <p>Leggs, Brent (2018) "Growth of Historic Sites: Teaching Public Historians to Advance Preservation Practice" <i>The Public Historian</i> 40 (3): 90–106.</p> <p>Weber, Rachel "The Financialization of Urban Redevelopment: Implications for Historic Preservation" YouTube Video</p>		SUBMIT: DRAFT DATA STORY
4/22	Wellness Day	No Class		
4/15	Heritage Plans	<p>Kalman & Létourneau, Chapter 12</p> <p>TBD: Jonathan Schwabish "Better Data Visualizations" 2021</p>		REVISED DATA STORY
5/6	The Future of Heritage Planning (and Cities...)			FINAL DATA STORY
5/13	Final Class			Bunker Hill Refrain Website Complete

Statement on Academic Conduct and Support Systems

Academic Conduct:

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, “Behavior Violating University Standards” policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, policy.usc.edu/scientific-misconduct.

Support Systems:

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

studenthealth.usc.edu/counseling

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

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call

suicidepreventionlifeline.org

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL), press “0” after hours – 24/7 on call

studenthealth.usc.edu/sexual-assault

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED) - (213) 740-5086 | Title IX – (213) 821-8298

equity.usc.edu, titleix.usc.edu

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

usc-advocate.symplicity.com/care_report

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

The Office of Disability Services and Programs - (213) 740-0776

dsp.usc.edu

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Campus Support and Intervention - (213) 821-4710

campussupport.usc.edu

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

Diversity at USC - (213) 740-2101

diversity.usc.edu

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

dps.usc.edu, emergency.usc.edu

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) 442-120 – 24/7 on call

dps.usc.edu

Non-emergency assistance or information.