

**SOC 495:
MONUMENTS, MEMORIALS, AND MORE:
HOW HISTORY IS ENCODED IN THE BUILT ENVIRONMENT**

WINTER 2024

Location: 4128 LSA Building
Class: T & Th 10:00-11:20

Instructor: Professor Robert Jansen
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Office Hours: T & Th 11:30-12:30

INTRODUCTION

The recent toppling of Confederate monuments, building of new memorials in recognition of historical injustices, and emergence of movements to rename prominent buildings and landmarks all shine a spotlight on the fundamental roles that objects, structures, and public space play in how we as citizens experience history. In this course, we will engage with sociological theories of collective memory and commemoration, as well as interdisciplinary approaches to materiality, architecture, and urban planning, to engage with the question of how history gets encoded in the built environment (and whether/why/how this matters). Although we will begin with the most obvious examples—monuments and memorials, and debates around commemoration and *de*-commemoration—we will also broaden the frame significantly beyond this, to consider the *multiple* ways in which even the most seemingly mundane aspects of our physical environments communicate historical meanings and messages to us as we move through space in our daily lives.

TEACHING PHILOSOPHY AND CLASSROOM PROTOCOL

Especially because this is an upper-division special topics seminar, I assume that you're here because you're interested in the topic and have every intention of doing the work of wrestling with the material on a weekly basis. Accordingly, my teaching philosophy for this course is all about the *process of active learning* (preparation *for* class and engagement *in* class). In keeping with this philosophy, most class sessions will consist largely of active, seminar-style discussion; and attendance at and participation in these discussions is *mandatory*. Out of consideration for the other students, as well as for your professor, please make sure that you *arrive on time* and *do not leave class early*. You are expected to complete *all* weekly readings *before* class and to come ready to participate in an engaged and thoughtful way. The quality of our discussion hinges on how well *all* students have prepared—don't be the weak link!

READINGS

There are no required textbooks or readers for this course. All readings may be downloaded from the Canvas website (under the “Modules”). You must complete all the readings listed on the syllabus for any given session before class that day. Also, please do the readings in the order in which they appear on the syllabus and in the modules (as I have thought about which should be read first).

I strongly recommend that you budget some of the money you’ll be saving on books for printing. Studies have shown that you’re likely to engage the material on a deeper level if you have a paper copy in hand. That said, it’s up to you. If you choose not to print the readings, check in with yourself from time to time to make sure that (1) you’re reading as thoroughly on the screen as you would be on paper; (2) you have as good a system in place for underlining/highlighting and note taking as you would had you printed out the readings; (3) you are able to access the readings as easily in class as you would otherwise. *Whether electronically or on paper, it is imperative that you bring a copy of the weekly readings to class.*

Because this class is discussion based, and because I will assume you have done the readings beforehand, I will not be presenting summaries of the texts themselves. It is up to you to read thoroughly, take notes, and (importantly) *figure out what do you and don’t understand*. If you have trouble with parts of the readings that are not addressed in class, it is your responsibility to ask questions!

GRADING

Your grade will be calculated as follows:

30%	Participation (reading + attendance + participation)
20%	Analytical Memos
10%	Group Presentation I
10%	Group Presentation II
30%	Research Paper

Overall Grade Scale (minimum % for each letter grade)

A+	97%
A	93%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

PARTICIPATION

Your participation grade will be calculated as follows:

- 30% Reading (Self-Reported)
- 30% Classroom Attendance
- 40% Informed, Quality, In-Class Participation

Reading (Self-Reported)

You are required to complete *all* of the assigned reading prior to the class session in which it is scheduled to be discussed. The quality of your engagement—and of our discussion—depends on it. Accordingly, you will *self-report* on how much of the reading material assigned for that day you have completed prior to the start of class.

Self-Report Procedure: To do this, you should estimate the *percentage* of the day’s assigned pages that you have actually read. (For example, if you did all the readings, you’d simply report 100%; if you didn’t do any, you’d simply report 0%; if you read one of two assigned readings, and these were of roughly equal length, you’d report 50%; if you read all of one long 40 page reading, but didn’t get to the short 10 page one, you’d report 80%.) Once you’ve determined your percentage, simply send me an email with the subject line “[your last name] READING REPORT: [percentage].” (No need to elaborate—you can leave the body of the email blank.) Self-reports are due by the start of each class session. (If your email is timestamped anytime after 10:00am that day, I will mark you down for a 0%.)

Excused Absences: In the case of excused absences, I will push back your deadline for completing the reading to the start of the next class session that you are able to attend. (In this case, please report your percentages *separately* for each missed session, as well as for the present day’s session.) If there are extenuating circumstances that would make this timeline for catching up unreasonable, please let me know.

Reading Freebees: You will be allowed *TWO* reading freebees. When you request to use one of these, I will mark you down as 100% reading completed for the day. *The catch* is that you must request to cash this in *prior* to the start of the class session for which you choose not to prepare. To do this, simply send me an email with the subject line, “[your last name] READING FREEBEE.” (No need to explain—you can leave the body of the email blank.) Freebee requests will be denied if the email is timestamped anytime after 10:00am that day, and I will mark you down for a 0%.

Classroom Attendance

Attendance at all class sessions is mandatory. Absences will be excused only for illness, athletic participation, religious observance, or family emergency. In all of these cases except for illness, proper documentation is required. (In the case of illness, I require only a self-report by email for your absence to be excused—*please do not attend class* if you suspect you might be coming down with something! I reserve the right to require documentation if repeated illness becomes a pattern.)

Grading Procedure: I will take attendance every day at the start of class. If you arrive late, it's your responsibility to check with me after class to make sure that I have recorded you as "present." (If you are egregiously late, unnecessarily disruptive upon entering late, or beginning to make a habit of regular lateness, I reserve the right to mark you as "absent" for the day.)

Attendance Freebies: You will be allowed *TWO* free, unexcused absences over the course of the semester, no questions asked! As with the reading freebies, *the catch* is that you must request to "cash in" one of these freebies *prior* to the start of the class session you intend to skip. To do this, simply send me an email with the subject line, "[your last name] ATTENDANCE FREEBEE." (No need to explain—you can even leave the body of the email blank.) Freebee requests will be denied if the email is timestamped anytime after 10:00am that day, leaving your absence unexcused. (Note that I will *not* automatically assume that you want to use one of your *reading* or *participation* freebies [see below] in conjunction with your attendance freebee, although you're more than welcome to do so.)

Informed, Quality, In-Class Participation

This class *depends* upon your informed, quality, in-class participation. Participation is *informed* when it is grounded in having completed and wrestled with the readings beforehand.

Participation is *quality* when it evidences real engagement with the material and topics under discussion, and when it enhances the overall dynamic of the conversation and encourages others to participate. (Quality is not the same thing as quantity: monopolizing the discussion in a way that impedes others' participation, holding forth on readings you didn't actually read carefully, going off on unrelated tangents, unreasonable combativeness, etc., can actually work *against* the quality of the classroom learning environment.)

Show me that you're prepared, present, and intellectually engaged. You can do this by raising thoughtful questions or making interesting observations about the course material, critiquing something about one of the readings, attempting to answer questions or responding to comments introduced by other students, identifying connections between the day's readings, making connections to past readings or course topics, participating in classroom activities and small group exercises, and engaging with group presenters as they attempt to facilitate discussion.

It's not about being right, or trying to perform intellectual brilliance. If anything, the opposite: it's about being vulnerable, part of the collective enterprise of struggling with difficult material. Don't understand an author's argument? Raise it as a question, and do your best to walk us through what you *do* understand as a way of setting up what remains confusing. Don't

understand an article's research methodology? Ask the class for help, and then remain actively engaged as we figure it out together. Feel personally or politically disturbed by something one of the authors is arguing? Raise it as an issue for the class, and reflect on what you're finding problematic. If you're generally quiet, shy about public speaking, or have trouble contributing to classroom discussions on the fly, I would encourage you to prepare a thoughtful question, comment, reflection, or other conversation-starter in advance. You'll then be ready when I provide opportunities for students to raise their own issues. For everyone: please let me know if I can do anything to facilitate your active participation!

Grading Procedure: After each class session, I will use my own judgement to assess whether you engaged in informed, quality, in-class participation that day. If you did, I'll simply mark you down with a "1"; if you did not, you'll receive a "0" for the day. Remember that it's not about quantity (how *much* you talked), but quality (whether what you did say was informed, thoughtful, and contributed to the classroom learning process).

Supplementing Participation Points: While I hope that all students in this class will face their fears and do their best to participate actively in every class session, I realize that this will be harder for some than others. Accordingly, I will allow you to make up for low participation scores with additional written work, by completing extra memos (see "Analytical Memos," below). For each extra memo that you turn in—on time, according to the normal memo submission rules, and of acceptable quality—I will change one participation "0" into a "1." (Note that your participation grade tops out at 100%, so any additional memos that you complete beyond those necessary to bring you to 100% are solely for your own benefit.)

Excused Absences: In the case of excused absences, you will be required to complete an additional written activity in order to receive participation points for each missed class session. It is your responsibility to ask me about how you may recover these points.

Participation Freebees: You will be allowed *FOUR* participation freebees. When you request to use one of these, I will mark you down as having participated in the day's discussion. Unlike the other freebees, this one you do *not* have to request before the start of class. (It wouldn't make any sense to expect you to pre-commit not to talk!) I'll give you a few hours to reflect on your participation (or lack thereof) after the fact. Participation freebees must be "cashed in" by 5:00pm on the day you choose not to participate. To do this, simply send me an email with the subject line, "[your last name] PARTICIPATION FREEBEE." (No need to explain—you can leave the body of the email blank. Your freebee request will be denied if the email is timestamped anytime after 5:00pm that day.) OR, you can simply ask me in person after class or in that day's office hours.

ANALYTICAL MEMOS

All students will write *EIGHT* analytical memos over the course of the semester. Each of these memos will address at least one of the assigned readings and be turned in *before* the class session in which that reading is discussed. You may turn in a memo for *any* session other than the first (Introduction) and last (Concluding Discussion). There are 22 such sessions, so you have a good deal of flexibility! The only restriction is that *FOUR* of these memos must be turned in *during Part I* of the course (i.e., through February 15), and *FOUR* of them after (i.e., March 7 and after). (You are, of course, welcome to write more memos than this—I expect that you’ll find it’s actually a very useful way to prepare to engage in informed, quality, in-class participation—they just won’t count toward your memo grade.) On days when you write a memo, please come to class prepared to discuss it.

Requirements: Each memo should be between 400 and 500 words, consisting of two paragraphs of roughly equal length. (1) In the first paragraph, your job is to *descriptively summarize* one of the readings assigned for that day. This summary should be your *own* interpretation of what question the reading is trying to answer (if any), what its subject matter is, what its research methodology is (if any), what its main argument is, and/or other relevant descriptive information about this piece of scholarship. *Do not simply parrot the reading’s abstract!* This paragraph will be evaluated for how well it captures the gist of the reading, and the extent to which it conveys your own engagement with it. (2) In the second paragraph, you should move *beyond* description to engage with the reading in a thoughtful and serious way. There are many ways to do this. You can evaluate its methodology, use of data, theoretical commitments, or logic of argumentation, and attempt to develop a criticism of it on this basis; you can evaluate the substantive, theoretical, philosophical, or ethical implications of the reading’s main argument; you can discuss meaningful connections between this reading and past course material; you can identify one piece of historical, contextual, or theoretical background that you felt you lacked when reading the piece, look it up, and discuss its significance for understanding the reading; you can identify one thing that was puzzling or confusing to you about the article, and try to work through it in a way that would prepare you to raise the issue in class; or anything else that would demonstrate sustained, thoughtful engagement with the text. This paragraph will be evaluated for the extent to which I can see you really using your brainpower to engage with the reading, either on its own terms or in the context of the rest of this class. (It doesn’t have to be perfect or brilliant, but I want to see evidence of serious effort.) While I will not be grading the quality of your writing per se, I expect the entire memo to reflect an effort to convey yourself clearly; and this means that you should give it at least one pass for revision and proofreading. Memos dashed off at the last minute are unlikely to meet my standards for clarity and lack of typos—and this *will* impact your grade.

Submission Procedure: Please compose your memo in MS Word (or a similar program), single-spaced, and send it to me as a .doc, .docx, or .pdf file. At the top of the page, list your name, the title of the reading discussed, and your word count (which you can generate in MS Word by clicking Tools/Word Count). Send this to me as an attachment, with the email subject line “[your last name] MEMO.” For this memo to count, it must be submitted by 6:00am on the day of the relevant session, so that I have time to read it

before class. (For most of you, unless you're real early birds, this means you'll submit your memo the night before.) Late memos will receive *no* credit, regardless of excuse.

Grading Procedure: Your memo will be graded simply ✓, ✓+, or ✓-. You can think of a ✓+ as "A" work, a ✓ as "B" work (meaning good enough, but it could be improved), and a ✓- as "C" work (meaning barely good enough, could be improved significantly). The marks will be weighted accordingly, as 100%, 85%, and 70% (respectively). Anything below "C" work will not receive credit. (Extra memos submitted to boost your participation grade must receive at least a ✓ to count for this purpose.)

GROUP PRESENTATIONS (I & II)

Each student will participate in two "case study" group presentations over the course of the semester. These presentations are meant to serve a dual purpose: to allow us to discuss a wider range of cases as a class; and to provide you with an opportunity to explore cases and develop research skills you will use in your final paper. The first presentation will be on the "symbolic politics" surrounding one controversial (or potentially controversial) monument, memorial, or other public structure of your choice. The second will be a presentation on the historical aspects of one feature of the local built environment (i.e., within walking distance of campus) that we may otherwise walk past regularly without ever thinking about its historicity. In both cases, your goal will be to engage the class and facilitate an active conversation. More details on each presentation assignment will be provided in the weeks to come.

Grading Procedure: I will calculate an overall "group grade" for each presentation, but I will also ask you to self-report on your own role in preparing the presentation, as well as the quantity and quality of your peers' involvement. This self-reporting will result in a provisional "individual grade" for each student in the group. Your final grade will be a combination of the group grade (70%) and individual grade (30%).

PAPER ASSIGNMENT

All students will research and write a 7-8 page paper in which they research three case studies of "materialized memory" and link these together to say something interesting, original, and compelling about the relationship between history and the built environment. You will have two options for this paper, based on the two distinct parts of the class. (1) *Conventional Option:* Drawing on ideas from Part I, you can develop a paper advancing either an "analytical" or "normative" argument about the symbolic politics of commemoration, drawing on cases studies of three controversial public structures to support this argument. The expectations for this option will be more conventionally "academic." (2) *Experiential Option:* Drawing on ideas from Part II, you can develop a paper that takes the reader on a local Ann Arbor "walking tour" past three sites of often overlooked historical-material interest, that you link together through a common theme that reflects your own views on the relationship between history and the built environment. The expectations for this option will allow for more creativity (including the possibility of substituting an audio or video tour for a written draft). More details on the paper assignment will be provided in the weeks to come. This paper will be due on April 23 (the last day of regular classes).

ACTIVITY CHECKLIST

Every Day That Class Meets

<u>Deadline</u>	<u>Task</u>
<input type="checkbox"/> 6:00am (or earlier)	Turn in memo (if writing one for that session)
<input type="checkbox"/> 10:00am (or earlier)	Turn in reading self-report
<input type="checkbox"/> 10:00am (or earlier)	Deadline to “cash in” attendance freebee
<input type="checkbox"/> 10:00am (or earlier)	Deadline to “cash in” reading freebee
<input type="checkbox"/> 5:00pm (or earlier)	Deadline to “cash in” participation freebee

OTHER INFORMATION

(1) COVID-19 and illness-related disruptions: If you’re feeling sick in any way, *please do not come to class!* If you miss class due to illness, please email me saying as much and your absence will be excused. (See above for details on how to receive full attendance, reading, and participation points for excused absences.) If your illness impedes your ability to participate fully in one of your two group presentations, please see me to discuss how you will make up the missed points.

(2) Mental Health and Well-Being: If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact Counseling and Psychological Services (CAPS) at 734-764-8312 and <https://caps.umich.edu>. You may also consult University Health Service (UHS) at 734-764-8320 and <https://www.uhs.umich.edu/mentalhealthsvcs>, or for alcohol or drug concerns, see <https://www.uhs.umich.edu/aodresources>. I am committed to helping you work through this course in a way that helps your learning, while recognizing the difficulty of the circumstances. If you are falling behind and need support with catching up, please reach out to me as soon as possible, and I’ll work with you to figure out a catch-up plan.

(3) Accommodations for Students with Disabilities: The University of Michigan recognizes disability as an integral part of diversity and is committed to creating an inclusive and equitable educational environment for students with disabilities. Students who are experiencing a disability-related barrier should contact Services for Students with Disabilities <https://ssd.umich.edu/>; 734-763-3000 or ssdoffice@umich.edu). For students who are connected with SSD, accommodation requests can be made in Accommodate. If you have any questions or concerns please contact your SSD Coordinator or visit SSD’s Current Student webpage. Please let me know within the *first two weeks of class* if you would benefit from such an accommodation.

(5) *Electronic Devices:* Cell phones should be turned completely *off* (not just silenced) and are not to be used for any purpose in class. Laptops may be used *only* for note taking and for consulting the readings. Any other use of electronic devices can be distracting to your fellow students and is considered *profoundly* inconsiderate by your professor. In the interest of maintaining our collective focus (mine included), I will ask you to leave if I notice you using any electronic devices for non-academic purposes, and *you will not receive attendance or participation points for that day.*

(5) *ChatGPT:* While there are many legitimate and constantly evolving uses for ChatGPT (and other generative AI technologies), none are acceptable for the purposes of this class. In particular, use of such technologies for writing your memos, producing your presentations, or writing your paper will be treated as a violation of academic integrity (see below).

(4) *Academic Integrity:* All academic work for this course must meet the University of Michigan's standards of academic integrity. Students are responsible for informing themselves about these standards before performing any academic work (see: <https://www.lib.umich.edu/academic-integrity>). To protect both the student and the instructor, any student turning in a written assignment suspected to be not entirely of his or her own creation will be reported to the Dean's office for further review. You should note that plagiarism involves one of two things: (1) lifting *verbatim* (or close to verbatim) sections of text from another author's work without using quotation marks or providing a citation for the quote; (2) using another person's *ideas* without citing the source (even if you don't use their precise words).

(6) *Grade Contestation Policy:* Be advised that I have a "no grade grubbing" policy. Grade grubbing is defined as begging, pleading, arguing, threatening, negotiating, bribing, or in any other way trying to persuade me to change your grade for any reason other than a case of mathematical error. You should also know that I do not round up final grades at the end of the semester. It is your responsibility, throughout the semester, to work toward achieving the final grade that you need for your transcript, future plans, financial aid, sense of accomplishment, parental approval, etc.

COURSE SCHEDULE

Week 1

January 11: Introduction

[no readings]

PART I

Monuments and Memorials:

The Symbolic Politics of Commemoration (and De-Commemoration)

Week 2: Practical Introduction

January 16: Public Symbols of the Confederacy

Southern Poverty Law Center. 2023. "Whose Heritage? Public Symbols of the Confederacy." Pp. 6-38. (33 pages)

January 18: Researching Local History

NO reading assignment; but *in lieu of reading*, please spend 30 minutes exploring the links in today's module.

- *DO* report your "reading" score this week, but based on what percentage of 30 minutes you spent on this activity.
- You *MAY* write a memo on this exploration if you'd like (since we have no reading to write on this week).

Week 3: The New Sociology of Confederate Monuments

January 23: The History and Meanings of Confederate Monuments

O'Connell, Heather A. 2022. "More than Rocks and Stone: Confederate Monuments, Memory Movements, and Race." *Social Forces* 100(4):1479-1502. (20 pages)

Britt, Lucy, Emily Wager, and Tyler Steelman. 2020. "Meanings and Impacts of Confederate Monuments in the U.S. South." *Du Bois Review* 17(1):105-123. (17 pages)

January 25: Recontextualizing Confederate Monuments

Simko, Christina, David Cunningham, and Nicole Fox. 2022. "Contesting Commemorative Landscapes: Confederate Monuments and Trajectories of Change." *Social Problems* 69:591-611. (18 pages)

Week 4: Monuments, Memorials, and Social Memory

January 30: The Memorial Landscape

Savage, Kirk. 2009. *Monument Wars: Washington, D.C., the National Mall, and the Transformation of the Memorial Landscape*. Berkeley: University of California Press. Pp. 1-22, 195-248. (76 pages—but including lots of pictures!)

February 1: Social Memory and National Symbols

* *Presentation I: Group 1* *

Schwartz, Barry. 1982. "The Social Context of Commemoration: A Study in Collective Memory." *Social Forces* 61(2):374-402. (23 pages)

Week 5: Dealing with "Difficult Pasts"

February 6: *Multivocal* Commemoration

* *Presentation I: Group 2* *

Wagner-Pacifici, Robin and Barry Schwartz. 1991. "The Vietnam Veterans Memorial: Commemorating a Difficult Past." *American Journal of Sociology* 97(2):376-420. (43 pages)

February 8: *Fragmented* Commemoration

* *Presentation I: Group 3* *

Vinitzky-Seroussi, Vered. 2002. "Commemorating a Difficult Past: Yitzhak Rabin's Memorials." *American Sociological Review* 67:30-51. (20 pages)

Week 6: How Commemorative Institutions Interpret History

February 13: Forgetting, Remembering, and Institutional Interpretation

* *Presentation I: Group 4* *

Connerton, Paul. 2008. "Seven Types of Forgetting." *Memory Studies* 1(1):59-71. (11 pages)

Hanna, Stephen P., Derek H. Alderman, Amy Potter, Perry L. Carter, Candace Forbes Bright. 2022. "A More Perfect Union? The Place of Black Lives in Presidential Plantation Sites." *Memory Studies* 15(5):1205-1231. (24 pages)

February 15: Reinterpreting the History of Slavery at Plantation Museums

* *Presentation I: Group 5* *

Smith, Clint. 2021. *How the Word is Passed: A Reckoning with the History of Slavery Across America*. New York: Little, Brown and Company. Read "Prologue" (pp. 3-7, 5 pages) AND one of the following two chapters: "Monticello Plantation" (pp. 8-51, 43 pages) OR "The Whitney Plantation" (pp. 52-84, 32 pages).

Week 7

February 20: [NO CLASS: JANSEN MEDICAL ABSENCE]

February 22: [NO CLASS: JANSEN MEDICAL ABSENCE]

Week 8

February 27: [NO CLASS: SPRING BREAK]

February 29: [NO CLASS: SPRING BREAK]

PART II**Historic Preservationism:****Shaping the Historical Contours (and Experience) of the Built Environment**Week 9: Interpreting the Built Environment**March 5: [NO CLASS: JANSEN MEDICAL ABSENCE]****March 7: Interpretive Walking Tours**

Wynn, Jonathan R. 2011. "Introduction" (pp. 1-13) and "Shticks of the Trade" (pp. 81-110) in *The Tour Guide: Walking and Talking New York*. Chicago: University of Chicago Press. (43 pages)

Week 10: History Emplaced**March 12: The Persistent Character of Place**

Molotch, Harvey, William Freudenburg, and Krista E. Paulsen. 2000. "History Repeats Itself, But How? City Character, Urban Tradition, and the Accomplishment of Place." *American Sociological Review* 65(6):791-823. (29 pages)

March 14: Case Study: Ann Arbor

Dolgon, Corey. 1999. "Ann Arbor, the Cutting Edge of Discipline: Postfordism, Postmodernism, and the New Bourgeoisie." *Antipode* 31(2):129-162. (30 pages)

Week 11: The Modernization vs. Preservation Dialectic**March 19: The Future or Historic City? Modernist Urban Planning and its Opponents**

FILM (please view at home, to discuss in class)

Burns, Ric. 1999. "New York: A Documentary Film," Episode 7. (1:30mins)

START: 0:15:09

END: 1:43:45

(https://www.youtube.com/watch?v=Gr5iF8Zdobb&list=PL_ZUBYtyAfWxn91Rdok-0RgVSR5O-RvJ-&index=4)

March 21: The National Historic Preservation Act of 1966

* *Presentation II: Group 1* *

Special Committee on Historic Preservation. 1966. "Preface" (pp. xv-xvi), "Window to the Past" (pp. 57-63), "America: Disappearing Sights" (*photographic essay*, pp. 176-201), "Findings and Recommendations" (pp. 203-211) in *With Heritage So Rich: A Report of the Special Committee on Historic Preservation....* New York: Random House. (18 pages of text, plus 26-page photo essay)

"National Historic Preservation Act of 1966." (5 pages)

"National Register Criteria for Evaluation." Pp. 207-208 in David Hamer, *History in Urban Places: The Historic Districts of the United States*. 1998. Columbus: The Ohio State University Press. (2 pages)

Week 12: The History of Historic Preservationism in the U.S.**March 26: The Institutionalization of Historic Preservationism**

* Presentation II: Group 2 *

Tyler, Norman, Ted J. Ligibel, and Ilene R. Tyler. 2009. "The Preservation Movement in the United States." Pp. 27-62 in *Historic Preservation: And Introduction to its History, Principles, and Practices*, 2nd ed. New York: W.W. Norton & Co. (36 pages, ok to skim pp. 55-60 unless you're interested)

March 28: Diversifying Preservationism after 1966

* Presentation II: Group 3 *

Lee, Antoinette J. 2003. "The Social and Ethnic Dimensions of Historic Preservation." Pp. 385-404 in *A Richer Heritage: Historic Preservation in the Twenty-First Century*, edited by Robert E. Stipe. Chapel Hill: University of North Carolina Press. (20 pages)

Week 13: Case Studies and Comparisons**April 2: Comparing "Preservation Regimes": The United States and Great Britain**

* Presentation II: Group 4 *

Barthel, Diane. 1989. "Historic Preservation: A Comparative Analyses." *Sociological Forum* 4(1):87-105. (17 pages)

Barthel, Diane. 1996. "Getting in Touch with History: The Role of Historic Preservation in Shaping Collective Memories." *Qualitative Sociology* 19(3):345-364. (18 pages)

April 4: Case Study: Newport, Rhode Island

* Presentation II: Group 5 *

Anderheggen, Shantia. 2010. "Four Decades of Local Historic District Designation: A Case Study of Newport, Rhode Island." *The Public Historian* 32(4):16-32. (17 pages)

Week 14: Critical Perspectives on Preservationism**April 9: The Uses and Misuses of Preservationist Discourse**

Paulsen, Krista E. 2006. "Strategy and Sentiment: Mobilizing Heritage in Defense of Place." *Qualitative Sociology* 30:1-19. (17 pages)

Milligan, Melinda J. 2007. "Buildings as History: The Place of Collective Memory in the Study of Historical Preservation." *Symbolic Interaction* 30(1):105-123. (17 pages)

April 11: Authenticity or Commerce?

PODCAST EPISODE (please listen at home, to discuss in class)

"Stuccoed in Time." Episode 429 of 99% Invisible. 2021 (47 minutes, including ads).

(<https://99percentinvisible.org/episode/stuccoed-in-time/>)

Week 15: Practitioners Debate “Historical Significance”

April 16: What is *Historical* about “Historical Significance”?

Striner, Richard. 1999. “Determining Historic Significance: Mind Over Matter?” Pp. 137-142 in *Preservation: Of What, For Whom? A Critical Look at Historical Significance*. Edited by Michael A. Tomlin. Ithaca: The National Council for Preservation Education. (6 pages)

Green, Howard L. 1999. “The Social Construction of Historical Significance.” Pp. 85-94 in *Preservation: Of What, For Whom? A Critical Look at Historical Significance*. Edited by Michael A. Tomlin. Ithaca: The National Council for Preservation Education. (10 pages)

April 18: Preserving for the Future

Lyon, Elizabeth A. and Richard C. Cloues. 1999. “The Cultural and Historical Mosaic and the Concept of Significance.” Pp. 37-48 in *Preservation: Of What, For Whom? A Critical Look at Historical Significance*. Edited by Michael A. Tomlin. Ithaca: The National Council for Preservation Education. (12 pages)

Baer, William C. 1999. “The Impact of ‘Historical Significance’ on the Future.” Pp. 73-83 in *Preservation: Of What, For Whom? A Critical Look at Historical Significance*. Edited by Michael A. Tomlin. Ithaca: The National Council for Preservation Education. (11 pages)

Week 16: Conclusion

April 23: Concluding Discussion, Connecting Parts I & II

* *Papers due (10:00am, start of class)* *

NO reading assignment for today, as you finalize your papers; although I may ask you to reflect on discussion points circulated in advance.