History 4175 – Independent Study with Madeline Weems

Fall 2023
Professor: Dr. Paul J. P. Sandul, Ph.D.
Email: sandulpj@sfasu.edu
Phone: 468-6643
Office: Liberal Arts North (Vera Dugas) # 363
Office Hours: Tuesdays and Thursdays 12pm-2:30pm
Department: History
Class meeting place & time: Via Email and Phone

Course Description: His 4175 is an Independent Study Course with Madeline Weems and is a reading course that will focus on preservation and preservation practice broadly conceived.

Program Learning Outcomes: The SFA History Department has identified the following Program Learning Outcomes (PLOs) for all SFA students earning a B.A. degree in History:

1. INTERPRET THE PAST IN CONTEXT
2. UNDERSTAND THE COMPLEX NATURE OF THE HISTORICAL RECORD
3. ENGAGE IN HISTORICAL INQUIRY, RESEARCH, AND ANALYSIS
4. CRAFT HISTORICAL NARRATIVE AND ARGUMENT
   • This course will address all PLOs

Student Learning Outcomes: Students who successfully complete this section of History 4175 will be able to: 1. Describe the major cultural, economic, social, political, and diplomatic events that shaped and were shaped by preservation. 2. Recognize the differing ramifications of preservation and preservation practice for people of varying ethnic, socio-economic, cultural, and gender backgrounds. 3. Analyze, interpret, and evaluate historical sources by reviewing and assessing in written assignments.

Required Texts:

Student Learning Outcomes: In written assignments (including book reviews and a final paper), a student will be able to demonstrate the ability to understand major trends, issues, and events associated with preservation and preservation practice.
Course Requirements:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Grading Scale (in points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Five Review and Response Papers</td>
<td>250 points (50 points each)</td>
<td>A = 360-400</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B = 320-359</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C = 280-319</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D = 240-279</td>
</tr>
<tr>
<td></td>
<td></td>
<td>F = 239 and below</td>
</tr>
<tr>
<td>Final Paper</td>
<td>150 points</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>400</td>
<td></td>
</tr>
</tbody>
</table>

Grading Policy:

1. Attendance Policy:
As this is an independent study course, no attendance is required, however, the student must email the professor once a week, simply checking in with progress on readings and/or any questions for further discussion. This must be done by Friday evening of every week.

2. Five Review and Response Papers (250 points; 50 points each):
What to do: In about four pages (excluding title page, endnotes, and bibliography—all of which you must have): (1) define the thesis or theses of all the works read for that week; (2) plus give a content summary and analysis; (3) concluding with your reaction. PLEASE NOTE: All written assignments must follow Chicago Manual of Style and formatting requirements. To review such, see the Chicago Manual of Style. Here is a link to a quick guide online for Chicago: [http://www.chicagomanualofstyle.org/tools_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html).

Reading and Review List (in order) / Course Calendar:
A. Mason Randall and Max Page, *Giving Preservation a History: Histories of Historic Preservation in the United States*, Second ed (Routledge, 2020). The book explores the long history of historic preservation; how preservation movements have taken a leading role in shaping American urban space and development; how historic preservation battles have reflected broader social forces; and what the changing nature of historic preservation means for efforts to preserve national, urban and local heritage.
   - Review Due on Thurs., September 14

B. Thomas F. King, *Saving Places That Matter: A Citizen's Guide to the National Historic Preservation Act* (Taylor and Francis, 2016). Thomas King, renowned expert on the heritage preservation process, explains to preservationists and other community activists the ins and outs of Section 106 of the National Historic Preservation Act and how it can be used to protect special places in your community.
   - Review Due on Mon., October 2

C. Stephanie Meeks, *The Past and Future City : How Historic Preservation Is Reviving America’s Communities* (Island Press, 2016). At its most basic, historic preservation is about keeping old places alive, in active use, and relevant to the needs of communities today. As cities across America experience a remarkable renaissance, and more and more young, diverse families choose to live, work, and play in historic neighborhoods, the promise and potential of using our older and historic buildings to revitalize our cities is stronger than ever. Experts offer a range of theories on what is driving the return to the city—from the impact of the recent housing crisis to a desire to be socially engaged, live near work, and reduce automobile use. While many aspects of this urban resurgence are a cause for celebration, the changes have also
brought to the forefront issues of access, affordable housing, inequality, sustainability, and how we should commemorate difficult history. This book speaks directly to all of these issues.

- **Review Due on Fri., October 20**

D. Gail Lee Dubrow and Jennifer B Goodman, *Restoring Women’s History through Historic Preservation* (Johns Hopkins University Press, 2003). Historians, preservationists, and professionals at parks and monuments throughout the country offer essays exploring women’s history in historic sites and buildings. The essays highlight exemplary projects that have advanced the integration of women’s history into historic preservation and offer perspectives on preservation policy and practice.

- **Review Due on Tues., November 7**

E. Ned Kaufman, *Place Race and Story: Essays on the Past and Future of Historic Preservation* (Routledge, 2009). In *Place, Race, and Story*, author Ned Kaufman has collected his own essays dedicated to the proposition of giving the next generation of preservationists not only a foundational knowledge of the field of study, but more ideas on where they can take it. Through both big-picture essays considering preservation across time, and descriptions of work on specific sites, the essays in this collection trace the themes of place, race, and story in ways that raise questions, stimulate discussion, and offer a different perspective on these common ideas.

- **Review Due on Tues., December 5**

3. **Final Paper (150 points):**

- **Final Paper is due by Friday, December 15.**

What to do: In about 6,000-8,000 words (excluding notes and bibliography), and following the above format/directions, the student is to summarize all the readings done above. Specifically, the student is to identify the major issues, topics, events, etc. that appear across all the readings broadly conceived. Special consideration must be given to where authors both agree and/or disagree on any phenomena and/or practice under analysis. The paper is designed to show a mastery of preservation and preservation practice in general, as well as the many corresponding and dynamic issues such as gender and race.

Course Contact Hours and Study Hours: 3 hours

Although an independent study course, this is also an upper-level history course. On one hand, upper-level lecture/face-to-face courses in history meet for 2,250 minutes (37.5 hours)—including examination times—during a semester. On the other hand, as an independent study course, you will be consulting with the professor at least once a week (contact hours). Also, students typically have weekly reading assignments from a combination of textbooks, monographs, scholarly articles, primary document collections, and supplemental materials (biographies, historical novels, memoirs, etc.). The level of reading is more advanced than that required in lower-level surveys, and the number of pages students are required to read is generally higher. In this course, reading is the main course of study and, as such, they will indeed constitute most of your study hours (five books in all totaling over 1,000 pages). Also, typical upper-level courses require students to take 2-3 essay exams per semester, in addition to the final exam, which is also generally a written exam. In addition, out-of-class writing assignments (book reviews, biographical sketches, research papers, etc.) are typically required in upper-level courses. In this course, you will be writing substantial reviews of each of the five books and then writing a comprehensive final essay incorporating all of them. Combined, a typical lecture/face-to-face course sees students
studying for exams, doing the required reading, completing writing assignments, and consulting with the course instructor and averaging two hours of work outside the classroom for every hour spent in the classroom. In this course, consultation with the professor weekly and then doing the required readings and writing assignments will constitute three hours weekly. Lastly, course instructors are required to hold regular scheduled office hours to make themselves available to consult with students as needed (see office hours above).

**Academic Integrity (Student Academic Dishonesty, Policy 4.1):**

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy. Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities. Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements. Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam. Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

**Withheld Grades (Course Grades, Policy 5.5):**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to [https://www.sfasu.edu/policies/course-grades-5.5.pdf](https://www.sfasu.edu/policies/course-grades-5.5.pdf).

**Students with Disabilities:**

To obtain disability-related accommodations, alternate formats, and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services promptly may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).
**Student Wellness and Well-Being:**
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**
The Dean of Students Office (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu

SFA Human Services Counseling Clinic Human Services, Room 202
www.sfasu.edu/humanservices/139.asp
936.468.1041

The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St.
To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:
• Health Services
• Counseling Services
• Student Outreach and Support
• Food Pantry
• Wellness Coaching
• Alcohol and Other Drug Education
www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

**Crisis Resources:**
• Burke 24-hour crisis line: 1.800.392.8343
• National Suicide Crisis Prevention: 9-8-8
• Suicide Prevention Lifeline: 1.800.273.TALK (8255)
• johCrisis Text Line: Text HELLO to 741-741