HISP 710: Final Project in Historic Preservation (1 credit)

School of Architecture, Planning and Preservation
University of Maryland, College Park

FALL 2013

Instructor: Dr. Dennis J. Pogue
Office Location: Caroline Hall, Rm. 127
Office Hours: By appointment only
Phone: 703-314-6485 (cell)
Email: dpogue@umd.edu; denpog@aol.com

CLASS TIME: Wednesday, 4:30-6:00PM

CLASS LOCATION: ARCH 1117

COURSE DESCRIPTION/OVERVIEW

This course focuses on the development of a final, comprehensive project in historic preservation. Carried out in the second-to-last semester of registration, this course is an independent, applied research project investigating the preservation of a particular site or a specialized issue in historic preservation. Projects may be research or site-based at an advanced level of complexity and challenge. This capstone project challenges students to synthesize the applied and theoretical aspects of their preservation education. The project builds on the student’s core coursework, specialization through electives, and internship. The course also includes several group seminars during the semester to discuss project development and research strategies. Each student will be guided by a minimum of two HISP faculty members (primary and secondary readers) – additional critics and consultants may also review student work. The course instructor acts as the primary reader/chair of the project committee.

Primary Course Objectives:

- To complete a substantive and well-written piece of scholarship of publishable quality in the field of historic preservation;

- To challenge students to synthesize the applied and theoretical aspects of their preservation education;

- To foster an intellectually stimulating and supportive environment in which students can present work and learn to self monitor their progress and maintain the momentum of research and writing.
• To explore current and common social, political, and economic issues affecting preservation in the public realm.

ASSIGNMENTS AND GRADES

The written work in this course has two major components: project abstract and project proposal and outline. All written work for this course should be of a level appropriate to graduate students. Spellings, mechanics and grammar do count.

Project Abstract and Initial Bibliography (20%):

Write a brief summary of your proposed research project, and provide an initial annotated bibliography. Please realize that the abstract will likely change throughout the semester (two pages double spaced).

Project Proposal and Outline w/Updated Bibliography (80%):

A research proposal/outline is needed for all research. Detailed plans for the actual project must be spelled out in advance, but recognize that these plans may be altered as the research proceeds. You must remain flexible in the beginning stages of the project and open to suggestions and advice from your committee members. Keep in mind that you need to formulate a research question(s) and develop an argument(s) regarding your subject. The proposal and outline should be 5-7 pages in length and include (but will not be limited to) the following sections:

1. ABSTRACT (revised) – A brief summary of the proposed research.
2. RESEARCH QUESTIONS -- A list of questions that helps to shape your rationale for site selection and related issues of significance.
3. PROBLEM STATEMENT – A brief summary of major preservation issues and the value of the proposed project to the larger field of historic preservation.
4. PAPER OUTLINE – Develop a detailed preliminary outline of your project to demonstrate how you will present the problem, discussion, and conclusions to the reader.
5. ANNOTATED BIBLIOGRAPHY (updated periodically) – Annotated list of bibliographic sources (minimum of 20). This needs to be published sources (not internet citations).

Course Grading:

Abstract and Bibliography 20%
Proposal and Outline 80%

Final Grade 100%
STUDENTS WITH DISABILITIES

Students with disabilities who may need academic accommodations should discuss options with their professors during the first two (2) weeks of class so that the student’s learning needs may be appropriately met. The student will need to provide documentation of a disability – assistance is available through Dr. Alan Marcus at Disability Support Service (301-314-7682).

LEARNING ASSISTANCE SERVICE

If you are experiencing difficulties in keeping up with the academic demands of this course, contact the Learning Assistance Service, 2202 Shoemaker Building, 301-314-7693. Their educational counselors can help with time management, reading, math learning skills, note-taking and exam preparation skills. All their services are free to UMD students.

ACADEMIC INTEGRITY AND THE HONOR CODE

Academic integrity is essential, and the absolute highest standard of integrity and ethical conduct is a requirement of this course.

"The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit http://www.studenthonorcouncil.umd.edu/whatis.html."

The University Honor Code must be followed in all your work for this class (see the web for the code of academic integrity). Should the instructor determine that any form of academic dishonesty has taken place in this course, the student(s) involved will face one or more sanctions.

COURSE MATERIALS

No books are required for purchase for this class.
COURSE SCHEDULE

CLASS 1:
Wednesday, September 4
   Introduction -- Exploring and developing topics

CLASS 2:
Wednesday, September 11
   Library Session – National Trust Library, Hornbake Library

CLASS 3:
Wednesday, Sept. 25
   Research Topic Development

CLASS 4:
Wednesday, Oct. 9 **Draft Abstract and Bibliography due**
   Present Abstract to class

CLASS 5:
Wednesday, Oct. 23
   Troubleshooting Proposal and Outline

CLASS 6:
Wednesday, Nov. 13
   Troubleshooting Proposal and Outline

CLASS 7:
Wednesday, Dec. 4
   Troubleshooting Proposal and Outline

NO CLASS:
Wednesday, Dec.18
   **Proposal (w/Annotated Bibliography) and Outline due (5:00PM)**

NOTE: Individual meetings with advisor may be scheduled after regular class meetings or by arrangement.