

History 495: Community History & Preservation
Spring 2014
Wednesday, 2:30-5:20
Copeland Hall, Room 335

Instructor: Dr. Jinny Turman
Office: 103 M Copeland Hall
Hours: T/TH: 11-12:30, 1:45-3:15 W: 10:00-12:15; 1:30-2:30
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Course Description:

Community History and Preservation will provide students with an exciting opportunity to engage in applied history and to collaborate with a community-based organization, Main Street Kearney, and students and faculty at two other UN campuses. Students will learn the basics of conducting public history projects in small communities, digitizing history, and writing a National Register of Historic Places nomination. Descriptions of the three components are as follows:

Community History:

Students will come away from the class with a better understanding of how people relate to the built environment and how that environment helps to cultivate a connection with the past. To meet such ends they will be grounded in scholarship that addresses issues of collective memory, the use of history to shape local identity, and the construction of sense of place. They will also become familiar with some of the various tools that public history practitioners use to uncover silences from the past while fostering dialog and nurturing collective identity. This course draws upon public history scholarship and a number of case studies, but it also exposes students to sociological theory and tools that will prepare them to work in the field.

Historic Preservation:

The second course component is an introduction to historic preservation. Our community partner, Main Street Kearney, is a member of the National Trust for Historic Preservation, an umbrella organization dedicated to preserving historic buildings. Main Street associations exist across the United States, and the one here is dedicated to revitalizing the downtown business district and, in doing so, protecting the valuable historic resources available in that location. They help to provide businesspeople with grant opportunities to preserve the integrity of their historic properties while also authoring nominations for the National Register of Historic Places. The History Harvest that students will organize this semester will be designed to provide Main Street Kearney, and others interested in researching our historic downtown, with primary resources to use in National Register nominations and research projects.

History Harvest:

A core component of this course is planning and implementing a "History Harvest," which is a community-based drive to collect and digitize local historical

resources for a centralized database managed by the University of Nebraska-Lincoln. UN-L will run its own course simultaneously that will combine archiving, data collection, and digital technology, so students will also be exposed to the cutting edge software being developed there. The University of Nebraska-Chadron will sponsor a student-led History Harvest as well. UNK's History Harvest will be geared toward collecting information about the downtown so that Main Street Kearney can use those resources for exhibits, to generate further community interest in the downtown, and for National Register nominations. Students will come away from this course with valuable hands-on skills related to project planning and management, team building and leadership, communication, and digitization skills.

Course Outcomes:

This course has three learning modules, and each module has its own set of learning goals:

Module 1: Theory

In order to carry out the semester projects, students need to be grounded in the philosophies and theories that guide public historians in their work. At the end of Module 1, students will be given an examination to assess learning. To meet this end, students should be able to do the following:

- Define “community” and understand the relationship between communities and the built environment
- Understand how communities cultivate a sense of their own history and build collective memories by storytelling, preserving artifacts, and other means
- Grasp the concepts of shared authority, demonstrate awareness of how historical “silences” are institutionalized and challenged, and exhibit a basic understanding of the uses and misuses of public history.

Module 2: Local Historical Research and Historic Preservation

To become familiar with the history of downtown Kearney and to learn the fundamentals of American architecture, students will be asked to conduct preliminary research on two buildings.

- Demonstrate working knowledge of major forms of American commercial and residential architecture
- Know the history of the historic preservation movement
- Be familiar with the application process for the National Register of Historic Places
- Demonstrate ability to conduct research on downtown Kearney and its growth and development over time
- Demonstrate ability to write two components of a nomination for the National Register of Historic Places: the building description (section 7) and the statement of significance (section 8).

Module 3: History Harvest

The History Harvest will be the most extensive and community-engaged component of the course. This project will partner students with 1) students / faculty at the University of Nebraska-Lincoln who will serve in an advisory role to the project and students / faculty at UN-Chadron who are conducting their own History Harvest 2) our community

partners, Main Street Kearney, which is working to revitalize the downtown and preserve its historic buildings. This project demands a high degree of responsibility, organization, timeliness, and teamwork, but the partners expect that the experience will be very rewarding for all parties involved. Students should be able to:

- Meet deadlines and carry out assigned team tasks to their fruition
- Craft professional emails to the professor, other students, community partners, and faculty and graduate students at UN-L and UN-C as needed
- Demonstrate basic understanding of the processes involved in data collection, digitization, and storage
- Create effective marketing tools to generate community interest in the History Harvest
- Evaluate individual learning as well as team members' contributions to the effort
- Demonstrate oral communication skills and professionalism at the end of the semester when providing project partners with data from the History Harvest

Course Requirements:

Written Responses / Participation (25%):

There will be six weeks in which students are expected to turn in written responses to the readings. Late assignments will NOT be accepted; all assignments must be printed out, NOT EMAILED, and delivered to the professor in class on the day that they are due. These written responses count for participation / attendance, so any failure to submit the assignment **in class** will result in forfeiture of those points. This class meets only once / week, so it is imperative that students attend class regularly and come prepared. The written responses are designed to prepare you for weekly discussions about the readings and about community-based activities.

Grading: The written responses don't individually count for a lot toward the total grade, but students should be aware that repeated failure to submit them will damage their overall course grades. I am looking for whether or not students have read and really engaged the material, so grading will be kept simple. Students will receive 100 if it is clear that they have read and have constructed thoughtful answers in their own words (little to no direct quoting); 75 if they drew from most of the readings, but not all, or included short responses from all of the readings with direct quotes; 50 if they read one or two of the assigned readings and didn't include anything other than direct quotes; and zero for non-submission.

NOTE: Students will also be expected to attend scheduled Google Hangouts with university partners and meetings with community partners as needed, even if they take place outside of the normally-scheduled class period.

Exams (25%):

Two exams will be issued during the first half of the semester. They will test students' knowledge of the information provided in Modules One and Two. The Module One exam will be a traditional short answer and essay test to assess students' understanding of the readings and key concepts presented in class before they engage in community work. The Module Two exam will assess students' ability to synthesize the class research into a narrative of historical significance (section 8) as well as use architectural language to describe the buildings (section 7).

Final projects (50%):

Students will be evaluated based on the quality of their work and level of involvement with the History Harvest program. Part of the grade will come from the professor's assessment, but a portion of it will also be from peer-review. In order to be successful students need to carry their own weight with the teams, act in a professional manner, demonstrate excellent oral and written communication skills, and develop a basic knowledge of the digital humanities. Students will be graded in four areas:

- Project report (20 pts)
- Teamwork (10 pts)
- Professionalism (10 pts)
- Team goals & deadlines met (10 pts)

Class Atmosphere: The instructor's goal is to create an informal class atmosphere to encourage general participation and a variety of viewpoints. It is therefore important that students respect the viewpoints of others in the class. The success of the class and individual projects depend upon student attendance and participation.

Required Readings:

Emilia Martinez-Brawley, *Perspectives on the Small Community: Humanistic Views for Practitioners*. ***Since this is out of print, it is recommended, but not required, that you purchase this book.

David Glassberg, *Sense of History: The Place of the Past in American Life*
Michael Batinski, *Pastkeepers in a Small Place: Five Centuries in Deerfield, Massachusetts*.

Norman Tyler, *Historic Preservation: An Introduction to Its History, Principles, and Practice*.

Grading Scale:

A+ 97-100%	B+ 87-89 %	C+ 77-79%	D+ 67-69%	F 0-59%
A 93-96 %	B 83-86 %	C 73-76%	D 63-66%	
A- 90-92%	B- 80-82 %	C- 70-72%	D- 60-62%	

Students with Disabilities or Students Who are Pregnant

It is the policy of the University of Nebraska at Kearney to provide flexible, individualized, and reasonable accommodations to students with documented disabilities or students who are pregnant. To receive accommodation services for a disability, students must be registered with UNK Disabilities Services. Contact David Brandt, in the Academic Success Office, 163 Memorial Student Affairs Building, 308-865-8214 or by email brandtdl@unk.edu to register. For students needing accommodation due to pregnancy, you need to contact Student Health. (The following link provides information for students and faculty regarding pregnancy rights. <http://www.nwlc.org/resource/pregnant-and-parenting-students-rights-faqs-college-and-graduate-students>) Students with disabilities or students who are pregnant need to provide the proper documentation from Disability Services or Student Health to their faculty members in order to receive academic accommodations. Anyone who feels

they were not afforded these rights, should contact the campus Title IX/ADA Officer at 308-865-8655.

Academic Integrity:

If you are caught in any sort of academic dishonesty, you will suffer all due penalties. Possible penalties include failing the assignment, failing the course, and expulsion from the university. If you are unsure if something is plagiarism or not, contact me. Copying from books, articles, the internet or anywhere else, be it direct copy and paste or paraphrasing, without giving credit to the original author is plagiarism. When unsure, cite the source. This applies to images, films, and sounds, as well as to text.

For further information about plagiarism, see the UNK Student Handbook. Also review the following website from UNK: <http://www.unk.edu/firstyear.aspx?id=14634>

Indiana University at Bloomington also has a helpful online pamphlet about plagiarism available at: <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

Please Note: this syllabus is subject to change

Schedule of Classes:

MODULE 1: INTRODUCTION AND THEORY

Jan 15: Course introduction, overview of project, and project goals. Divide into teams:

- Teams:
 - o Publicity Team
 - o Data Curation Team
 - o History Harvest Tools Team

Jan 22: Defining “community” and understanding a community’s sense of history

Readings:

- Martinez-Brawley, xxi – xxxi; 3-24.
- Batinski, 1-43.
- Glassberg, 3-22; 131-163.

Assignment:

- Written responses to questions.

Jan 29: Collective memory.

Readings:

- Martinez-Brawley, 25-29.
- Batinski, 44-119.
- Glassberg, 25-57; 61-85; 111-127.

Assignment:

- Written responses to questions.

Feb 4: Recommended: Google hangout with Chadron and Lincoln—introductions and initial ideas (tentative)

Feb 5: Power relations and sharing authority.

Readings:

- Martinez-Brawley, 52-80.
- Michael Frisch, "Introduction," *A Shared Authority*.
- Batinski, 121-193.

Assignment:

- Written responses to questions.

Feb 12: Exam 1 and team meetings. *TBA: possible class visit from MSK**

Readings:

- National Trust for Historic Preservation website: <http://preservationnation.org>
- National Main Street website: <http://www.preservationnation.org/main-street/#.UsxPd9K1ySo>

MODULE TWO: HISTORIC PRESERVATION

Feb 18: Recommended: Google hangout with Chadron and Lincoln

Feb 19: Introduction to Historic Preservation.

Readings:

- Tyler, *Historic Preservation*, 11-119.
- Read sample NHR nominations from Kearney.

Assignment:

- Written responses to questions.
- **Publicity Team Deadline:** Poster completed, press release copy ready, local word of mouth campaign underway

Feb 26: Conducting Local History – Meeting with Michael Sutherland

Readings:

- Dennis P. Lawrence, "The Community as Text: Using the Community for Collaborative Internet Research," *The English Journal* 89, no.1 (Sept. 1999)
- Batinski, 194-233.

Assignment:

- Complete architectural "scavenger hunt" with cameras. Bring images in on jump drive and prepare to share with class.

Mar 5: Community revitalization and writing nominations for the National Register of Historic Places.

Readings:

- Tyler, *Historic Preservation*, 121-188; 237-320.

Assignment:

- Written responses to questions

Mar 12: Main Street Kearney – Class held downtown

MODULE THREE: HISTORY HARVEST

Mar 19: Understanding digital history.

Readings:

- Sarah Higgins: "What are metadata standards?"
<http://www.dcc.ac.uk/resources/briefing-papers/standards-watch-papers/what-are-metadata-standards>

- Dan Cohen and Roy Rozensweig: “Digital History: Becoming Digital”. Read entire online chapter. <http://chnm.gmu.edu/digitalhistory/digitizing/>
- Dublin Core User Guide
- Julia Flandes and Trevor Munoz, “An Introduction to Humanities Data Curation.” <http://guide.dhcurator.org/intro/>

Assignment:

- Team updates
- **Exam 2 due in class.**
- **Data Curation Team Deadline:** Have working knowledge of Omeka / HH website – can demonstrate tools to other students in class

Mar 26: SPRING BREAK

Apr 2: Project preparation: History Harvest program

Readings:

- TBA

Assignment:

- Team updates
- **History Harvest Tools Team Deadline:** Acquire all necessary equipment for HH – checklist complete

Apr 9: Project preparation: Digitizing historical resources

Readings:

- TBA

Assignment:

- Team updates
- **History Harvest Tools Team Deadline:** Hold mock History Harvest at MSK and/or mock HH with University materials found during our research day on Feb 26

Apr 16: Project preparation: Designing release forms, create layout, delegate tasks, issue press releases

Readings:

- TBA

Assignment:

- Team updates
- **Publicity Team Deadline:** Radio announcement spot for 4/26 MSK History Harvest scripted and produced, community and AM radio stations contacted.

Apr 23: Final preparations for History Harvest

Readings:

- TBA

Assignment:

- Team updates

Apr 26: History Harvest

Apr 30: Project debrief, discuss development of written reports and final presentations
Assignment:

- **Data Curation Team Deadline:** All data entered into History Harvest website

May 7: Meet with project partners to present materials