

**HISP 635/Social and Ethnic Issues in Historic Preservation Practice (3 crs.)
Spring 2007 – Wed., 7:00 pm – 9:40 pm, ARC 1127**

Course Section: 0101 (38950)

Graduate Program in Historic Preservation (HISP)
School of Architecture, Planning, and Preservation (SoAPP)
University of Maryland at College Park

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Vesey Street Staircase (or “Survivor Staircase”), Ground Zero, WTC, NYC

“History does not refer merely, or even principally, to the past. On the contrary, the great force of history comes from the fact that we carry it within us, are unconsciously controlled by it in many ways, and history is literally present in all that we do”

– James Baldwin

“Awareness that heritage is not fixed but changes in response to our own needs is no less integral to our creative involvement with history. In realizing how we variously affect these linked realms, we learn to relish, rather than resent, our interventions and even tolerate those of others.”

– David Lowenthal, Possessed by the Past (1996)

Please read this syllabus in its entirety and refer to it throughout the semester.

Course Description/Overview

This seminar course will examine the broader social and ethnic dimensions of historic preservation practice that have impacted the field since the "culture wars" of the 1990's. Cultural studies, queer theory, post-colonial studies, critical race theory, gender studies, etc. will continue to transform the ways in which practitioners approach the study, documentation, and preservation of sites throughout the US and abroad. Through weekly case studies of local, national, and international sites, students will explore these issues and apply newly emerging methodologies to their final case study projects. Fieldtrips are an important part of the course. The final project of the course entails a “hands-on” community-based project. Each student will contribute their own individual research paper based on a larger theme/topic relevant to the course objectives.

Sites will include (but not be limited to) the following:

Women's Rights National Park, Seneca Falls, NY
 U Street/Shaw Corridor, Washington, DC
 Panther Meadow, Mt. Shasta, California
 District Six, Cape Town, South Africa
 Tenement Museum, New York, New York
 Weeksville, Brooklyn, New York
 Stonewall, New York, New York
 Port Arthur, Tasmania, Australia
 Chinatown, Washington, DC
 Manzanar National Historic Site (Japanese internment camps), California
 Devils Tower, California
 Robben Island, Cape Town, South Africa

Eastern State Penitentiary, Philadelphia, PA
Cape Coast & Elmina Castles, Ghana

Primary Course Objectives

1. To complete an articulate, well argued, piece of written inter/multidisciplinary scholarship in the field of historic preservation.
2. To provide an intellectually stimulating forum for cross-disciplinary discussions (and debates) of key concepts and approaches within the developing field of historic preservation.
3. To foster a supportive environment in which students can present work and learn to self monitor their progress and maintain the momentum of research and writing.
4. To help and encourage students to develop an appreciation for intellectual inquiry and the search for knowledge (e.g., the skills needed for a broadened perspective on life) outside their “safety zone.”
5. To create an awareness of the current and common social, political, and economic issues affecting preservation in the public realm (at the state, local, national, and international levels).

Course Requirements, Grades, Assignments, & Guidelines

OFFICE HOURS: I will require a formal meeting with each student at the start of the semester, dates & times TBA. Additionally, please come and speak with me (or email me) if you have any questions or concerns – don’t wait until the last minute! Individual meetings begin Feb. 15th.

IMPORTANT: ALL ASSIGNMENTS MUST BE TYPED, DOUBLE SPACED, STAPLED, and USING ONLY A 12pt. FONT (Times and Times New Roman are the only acceptable font styles). Use standard spacing and margins. Multiple pages submissions should be stapled or well-bound together. Please avoid using plastic covers. The Chicago Manual of Style is the preferred style guide for citations in the field.

ASSIGNMENTS: Students are responsible for all assigned readings. Read PRIOR to the assigned class time. Class lectures and discussions will cover material supplemental to the readings, in addition to guiding you through them, so please come to class--even if you are unprepared. Assignments are due on the date scheduled. You are encouraged to consult with the instructor at any time for assistance and ideas on improving your performance.

LATE ASSIGNMENTS: Late assignments will drop one letter grade-level (1 day late a B+ assignment converts to a C+) per day they are late from the original due-date. Being

absent from class does not excuse you from having your assignments delivered at the appropriate time.

CLASS PARTICIPATION AND BEHAVIOR: Active participation is required and will be considered in the assignment of final grades. **You will be required to facilitate class discussion of readings for one week during the semester – prepare a 1 pg. handout.** This participation includes: coming to class prepared (having read and thought about the reading and having completed assignments in hand); being ready to begin class on time (arriving on time, putting food and unrelated materials away; ending conversations; etc.); responding to instructor questions, contributing to class discussion, and asking thoughtful questions; listening attentively and respectfully to all class members; participating in individual and group exercises; and contributing to harmony in the classroom (not monopolizing class discussion and not acting in a disruptive manner, for example, but showing good will toward others, offering some humor when appropriate, coming to the instructor with questions or concerns, etc.); In a word, it comes down to respect. If you are not present in class, you cannot participate and learn. Just as the instructor is responsible for facilitating, monitoring, evaluating, and contributing to this process, students are responsible for fully and seriously participating in the course.

E-MAIL: You are required to keep your email account current. At times throughout the semester I may be sending assignments and/or messages to the class or to specific individuals.

ABSENCES: If you miss two or more classes you are encouraged to drop the course. Attendance will be taken at each class meeting – sign-in sheets will be posted. Absence is at times unavoidable; nonetheless your grade is likely to suffer. Students will not be penalized because of observances of their religious beliefs; students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances. It is the student's responsibility to inform the instructor of any intended absences for religious observances in advance. Notice should be provided as soon as possible but no later than the end of the schedule adjustment period.

WRITING GUIDELINES: All work written for this course should be of a level appropriate to graduate students. Mechanics and grammar do count. Please type and proofread all assignments carefully. You can improve your writing skills—it takes patience and constant practice.

ACADEMIC INTEGRITY & THE HONOR CODE: The absolute highest standard of integrity and ethical conduct is a requirement of this course. The University Honor Code prohibits students from cheating on exams, plagiarizing papers, submitting the same paper for credit in two courses without authorization, buying papers, submitting fraudulent documents, and forging signatures. 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. Students unclear on this policy should consult instructor prior to submitting assignments.

CAVEAT: If necessary or appropriate, the instructor reserves the option to change scheduled class topics, assignments, or due dates.

WARNING: NO INCOMPLETES ARE ALLOWED! ! If you do not intend to complete the course it is advisable to officially withdraw. NO EXCEPTIONS!

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).

GUEST LECTURES: Students are expected to take notes and are responsible for material covered by any invited guest speakers throughout the semester.

The written work in this course has five major components: project abstract (1), mid-term submission (1), Wiki page (1), research notebook/journal (1), and the final research project (1).

Project Abstract

Write a brief, but well crafted summary of your proposed research project. This will be your first attempt at putting words to paper – keep in mind that this will change throughout the course of the semester (1-2 pg.).

Mid-Term Submission

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. Keep in mind that you are essentially making an argument for the site/bldg./place you've selected. The mid-term submission will consist of a 5-7 pg. research outline/proposal that includes (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. HISTORIC CONTEXT/BACKGROUND – Historic context provides the historical background that makes any single resource or groups of resources understandable. Historic contexts address major historical themes that produced certain types of resources. For example, developments in educational history resulted in new types of school buildings; new classroom arrangements; new types of spaces, e.g., science laboratories, music rooms, and libraries; and related

landscapes, e.g., playing fields. The range of historic resources/places that can be documented by preservationists is very broad.

5. BIBLIOGRAPHY – Annotated list of preliminary bibliographic sources (minimum of 10).

Wiki Page

Information will follow.

Research Notebook/Journal

The research notebook is a way for you to respond to readings and issues that you feel are most compelling while conducting your research. Consider the questions above as you think through a specific reading. You should respond to a theme or central concern that you encounter during your research as an entry in your research notebook (minimum of 10 entries).

Final Paper

Students gain greater intellectual benefits from writing a paper based on original library (and/or ethnographic) research. I will distribute guides for writing research papers to all students. Writing a research paper (20-25 pgs.) requires a serious commitment of time and energy so please plan accordingly.

Abstract	N/A
Mid-term Submission & Draft of Wiki	25%
Final Paper & Revised Wiki	40%
Research Notebook/Journal	25%
<u>Attendance and Participation</u>	<u>10%+</u>
Final Grade	100%

Required Textbooks (Books are available in the Maryland Book Exchange):

Keith H. Basso, Wisdom Sits in Places: Landscape and Language Among the Western Apache, University of New Mexico Press, 1996 (ISBN: 0826317243).

Breana Clarke, River, Cross My Heart, Back Bay Books, 1999 (ISBN: 0316899984).

Samuel Delaney, Times Square Red, Times Square Blue, NYU Press, 2001 (ISBN: 0814719201).

Paul A. Shackel, Memory in Black and White: Race, Commemoration, and the Post-Bellum Landscape, Altamira, 2003 (ISBN: 0759102635).

Films: (not all of the films listed will be shown – more are listed for background)

- “Alcatraz: The Final Sentence,” Huckleberry Films (1988).
- “Alcatraz Is Not An Island,” PBS – James M. Fortier (2001).
- “America Rebuilds: A Year at Ground Zero,” PBS (2002).
- “America Rebuilds II: Return to Ground Zero,” PBS (2006).
- “Avalon,” Barry Levinson (1990).
- “Crossroads: Boyle Heights.”
- “Eastern State Penitentiary: A Documentary About An American Institution,” Forged Images – Christine Bowditch (1998).
- “Flag Wars” – Linda Goode Bryant and Laura Poitras (2003).
- “The Forts and Castles of Ghana,” BET Jazz – Paxton K. Baker (2003).
- “In the Light of Reverence: Protecting America’s Sacred Lands,” Earth Land Institute – Christopher McLeod (2002).
- “Living in America: One Hundred Years of Ybor City,” Lightfoot Films – Gayla Jamison.
- “9066 to 9/11: America’s Concentration Camps, Then ... and Now?”
- “Regopstaan's Dream,” First Run/Icarus Films – Christopher Walker (2000).
- “The Return of Sara Baartman,” First Run/Icarus – Zola Maseko (2003).
- “A Tribute to Port Arthur,” Winning Post Productions (1996).

Fieldtrips: (dates will be decided in-class w/students)

- Washington’s Mt. Vernon, Virginia
- Eastern State Penitentiary, Philadelphia, PA

Course Summary:

Many of the class readings (articles, clippings, etc.) will be available at the UMD Libraries Catalog Page – See “Course Reserves” – Readings are listed under HISP 635)

Note: If you provide me with a jump drive (thumb drive, etc.) or blank CD, I will make the readings available to you. Arrangements will be discussed in class.

January 24, Wednesday – Introductions/Course Overview/Requirements

Begin Reading and Complete for Next Class Discussion

- Breena Clarke, River, Cross My Heart, Back Bay Books, 1999.

January 31, Wednesday – How do we define history? What constitutes “preservation history?” What is historic preservation anyway?

Discussion Readings

- Breena Clarke, River, Cross My Heart, Back Bay Books, 1999.
- (R) John R. Bowen, “Culture, Genocide, and a Public Anthropology,” in Annihilating Difference: The Anthropology of Genocide (University of California Press, 2002).
- (R) James Oliver Horton, “The Genesis of Washington’s African American Community,” in Washington Odyssey: A Multicultural History of the Nation’s Capital (Smithsonian Books, 1996).
- (R) Ned Kaufman, “Moving Forward: Futures for a Preservation Movement” in Giving Preservation A History (Routledge, 2004).
- (R) Antoinette J. Lee, “Chapter 12: The Social and Ethnic Dimensions of Historic Preservation,” in A Richer Heritage: Historic Preservation in the Twenty-First Century, UNC Press, 2003 – pgs. 385-404
- (R) Setha M. Low, “Anthropological-Ethnographic Methods for the Assessment of Cultural Values in Heritage Conservation” in Assessing the Values of Cultural Heritage (The Getty Conservation Institute, The J. Paul Getty Trust, 2002).
- (R) Michael Shermer & Alex Grobman, “Chapter 9: The Rape of History: Denial, Revision, and the Search for A True and Meaningful Past,” Denying History: Who Says the Holocaust Never Happened and Why Do They Say It (University of California Press, 2000).
- (R) Denise Lawrence and Setha M. Low, “The Built Environment and Spatial Form,” *Annual Review of Anthropology* 19 (1990): 453-505.
- (R) Antoinette J. Lee, “Teaching Cultural Heritage Preservation: Developing Curriculum Materials for Minority Colleges and Universities,” *Racial and Ethnic Diversity: Acknowledging the Past, Planning for the Future*.

February 7, Wednesday – Native Americans and Preserving Sacred Sites: From Panther Meadow to Alcatraz

Film: “In the Light of Reverence: Protecting America’s Sacred Lands,” Earth Land Institute – Christopher McLeod (2002).

Discussion Readings

- Keith H. Basso, Wisdom Sits in Places: Landscape and Language Among the Western Apache (1996).
- (R) Adam Fortunate Eagle, “Chapters 6-18,” Heart of the Rock: The Indian Invasion of Alcatraz (University of Oklahoma Press, 2002).

- (R) Stephanie Rosa Senior, *The Indian Occupation of Alcatraz* (nd.).
- (R) Carolyn Strange and Michael Kempa, “Shades of Dark Tourism: Alcatraz and Robben Island,” *Annals of Tourism Research*, vol. 30. no. 2 (2003).
- (R) Carolyn Strange and Tina Loo, “Holding the Rock: The ‘Indianization’ of Alcatraz Island, 1969-1999,” *The Public Historian*, vol. 23, no. 1 (Winter 2001).
- (R) Ernest W. Ortega, “Protecting a Diverse Heritage: Engaging Communities in Preserving and Interpreting That Which They Value,” *Racial and Ethnic Diversity: Acknowledging the Past, Planning for the Future*.

February 14, Wednesday – Slavery and Its Legacies: From Ghana’s Forts to Jefferson’s Monticello

Film: “The Forts and Castles of Ghana,” BET Jazz – Paxton K. Baker (2003).

Discussion Readings

- Paul A. Shackel, *Memory in Black and White: Race, Commemoration, and the Post-Bellum Landscape*, Altamira, 2003 (Chapters 1-3).
- (R) Dwight Pitcaithley, “Promise and Challenges: Interpreting Race and Slavery at Civil War Sites (Session Summary),” *Racial and Ethnic Diversity: Acknowledging the Past, Planning for the Future*.
- (R) Edward M. Bruner, “Tourism in Ghana: The Representation of Slavery and the Return of the Black Diaspora,” *American Anthropologist*, vol. 98, no. 2 (1996).
- (R) Van Dantzig, *History of Ghana: Series of Lectures* (American Women’s Association of Ghana, 1974).
- (R) Olga Davis, “The Door of no Return: Reclaiming the Past Through the Rhetoric of Pilgrimage,” *The Western Journal of Black Studies*, vol. 21, no. 3.
- (R) Kenneth E. Foote, “Chapter 8: Stigmata of National Identity,” *Shadowed Ground: America’s Landscapes of Violence and Tragedy* (University of Texas Press, 1997).
- (R) Russell V. Keune, “Chapter 11: Historic Preservation in a Global Context: An International Perspective,” *A Richer Heritage: Historic Preservation in the Twenty-First Century* (UNC Press, 2003).

- (R) Sandra L. Richards, “Cultural Travel to Ghana’s Slave Castles: A Commentary,” International Research in Geographical and environmental Education, vol. II, no. 4 (2002).

February 21, Wednesday – New York, New York: Preservation & Remembrance in a Post-9/11 World

Film: “America Rebuilds: 911 Memorial,” PBS

Discussion Readings

- (R) Lloyd Dixon & Rachel Stern, Compensation for Losses from the 911 Attacks (2004).
- (R) Mary Marshall Clark, “The September 11, 2001, Oral History Narrative and Memory Project: A First Report,” in History and September 11th (Temple University Press, 2003).
- (R) Ann Cvetkovich, “Trauma Ongoing,” in Trauma at Home: After 9/11 (University of Nebraska Press, 2003).
- (R) Eric Foner, “Chapter 7: Who Is An American?,” Who Owns History? Remaking the Past in a Changing World (Hill and Wang, 2002).
- (R) Andreas Huyssen, “Chapter 6: Memory Sites in an Expanded Field: The Memory Park in Buenos Aires,” Present Pasts: Urban Palimpsests and the Politics of Memory (Stanford University Press, 2003)
- (R) Ned Kaufman, “Places of Historical, Cultural, and Social Value: Identification and Protection,” Environmental Law in New York (November 2001).
- (R) Stanley Meisler, “Daniel Libeskind: Architect at Ground Zero,” Smithsonian (March 2003).
- (R) Herbert Muschamp, “A Chance For Scholars to Assess Ground Zero’s Historical Significance,” The New York Times, 6 January 2004.
- (R) Philip Nobel, “Prologue,” “One: First Responders,” and “Two: Our Buildings, Ourselves” in Sixteen Acres: Architecture and the Outrageous Struggle for the Future of Ground Zero (Henry Holt and Company, 2005).
- (R) David W. Dunlap, “Staircase at Ground Zero on List of Endangered Historical Places,” The New York Times (May 10, 2006).

- (R) Richard Stamelman, “September 11: Between Memory and History,” in Trauma at Home: After 9/11 (University of Nebraska Press, 2003).

Abstracts Due Wednesday, February 28th

February 28, Wednesday – America’s Concentration Camps: A View of Manzanar

Film: “9066 to 9/11: America’s Concentration Camps, Then ... and Now?”

Discussion Readings

- (R) “Frank Chuman – Manzanar,” in And Justice For All: An Oral History of the Japanese American Detention Camps (University of Washington Press, 1984).
- (R) Kenneth E. Foote, “Chapter 9: Invisible and Shadowed Pasts,” Shadowed Ground: America’s Landscapes of Violence and Tragedy (University of Texas Press, 1997).
- (R) Robert T. Hayashi, “Transfigured Patterns: Contesting Memories at the Manzanar National Historic Site,” The Public Historian, vol. 25, no. 4 (Fall 2003).
- (R) Stephen Howie, “It Has Come To This,” Preservation (Nov/Dec 2003).
- (R) “Haruko Niwa – Manzanar,” in And Justice For All: An Oral History of the Japanese American Detention Camps (University of Washington Press, 1984).
- (R) “Eddie Sakamoto – Manzanar,” in And Justice For All: An Oral History of the Japanese American Detention Camps (University of Washington Press, 1984).
- (R) “Yuri Tateishi – Manzanar,” in And Justice For All: An Oral History of the Japanese American Detention Camps (University of Washington Press, 1984).
- (R) “Yoshiye Togasaki – Manzanar,” in And Justice For All: An Oral History of the Japanese American Detention Camps (University of Washington Press, 1984).
- (R) “Harry Ueno – Manzanar,” in And Justice For All: An Oral History of the Japanese American Detention Camps (University of Washington Press, 1984).
- (R) “Tom Watanabe – Manzanar,” in And Justice For All: An Oral History of the Japanese American Detention Camps (University of Washington Press, 1984).

March 7, Wednesday – LIBRARY SESSION w/ Prof. Patti Cossard, Subject Librarian for Architecture and Historic Preservation, Architecture Library

Mid-Term Submission Due, Wednesday March 14th

March 14, Wednesday – Tenement Stories: The Lifeways of Building Heritage & Preservation

Film: “Avalon,” Barry Levinson (1990); and “Crossroads: Boyle Heights.”

Discussion Readings

- (R) Dora Horn, “The Tenement Museum,” American Heritage, vol. 51, no. 2 (April 2000).
- (R) Ruth J. Abram, “Using the Past to Shape the Future: New Concepts for a Historic Site,” Museum International, vol. 53, no. 1 (2001).
- (R) Rachel Bernstein and Paul H. Mattingly, “The Pedagogy of Public History,” Journal of American Ethnic History, vol. 18, no. 1 (Fall 1998).
- (R) Ned Kaufman, “Saving the Sites Where History Happened: A View From New York,” Historic Preservation Forum (Spring 1996).
- (R) Jeff Kugelmass, “Turving the Slum: New York City’s Tenement Museum and the Politics of Heritage,” in Remembering the Lower East Side: American Jewish Reflections (Indiana University Press, 2000).
- (R) Joan Maynard, “Black Urban Culture,” Historic Preservation, vol. 25, no. 1 (1973).
- (R) Christopher Mele, “Chapter 1: The Struggle Over Space,” Selling the Lower East Side: Culture Real Estate, and Resistance in New York City (University of Minnesota Press, 2000).
- (R) Knolly Moses, “Four Houses Capture a Brooklyn Past,” American Visions, vol. 1, no. 6 (1986).
- (R) Charlotte Smith, “Civic Consciousness and House Museums: The Instructional Role of Interpretive Narratives,” Australasian Journal of American Studies, vol. 21, no. 1 (2002).

March 21, Wednesday – NO CLASS

March 28, Wednesday – Gentrification & the Queering of Urban America through Preservation

Film: “Flag Wars” – Linda Goode Bryant and Laura Poitras (2003).

Discussion Readings

- (R) Gail Lee Dubrow, “Chapter 17: Blazing Trails with Pink Triangles and Rainbow Flags: Improving the Preservation and Interpretation of Gay and Lesbian Heritage,” in Restoring Women’s History through Historic Preservation (Johns Hopkins University Press, 2003).
- (R) John D’Emilio, “Gay Politics and Community in San Francisco Since World War II,” in Hidden From History: Reclaiming the Gay and Lesbian Past (Meridian Books, 1989).
- Moira Rachel Kenney, “Chapter 1: Locating the Politics of Difference,” Mapping Gay L.A.: The Intersection of Place and Politics (Temple University Press, 2001).
- (R) Lawrence Knopp, “Gentrification and Gay Neighborhood Formation in New Orleans: A Case Study,” in Homo Economics: capitalism, Community, and Lesbian and Gay Life (Routledge, 1997).
- (R) Bryant Simon, “New York Avenue: The Life and Death of Gay Spaces in Atlantic City, New Jersey, 1920-1990,” Journal of Urban History (Mar 2002).

April 4, Wednesday – Queering the Archive: Historic Preservation and the Question of the Public Record in the Built Environment

Discussion Readings

- (R) Samuel Delaney, Times Square Red, Times Square Blue (2001).

April 11, Wednesday – Preserving the Prison Industrial Complex: The Making of America’s Second Ghetto & Australia’s New Nation

Film: “A Tribute to Port Arthur,” Winning Post Productions (1996); and “Eastern State Penitentiary: A Documentary About An American Institution,” Forged Images – Christine Bowditch (1998).

Discussion Readings

- (R) Avery F. Gordon (Angela Davis), “Globalism and the Prison Industrial Complex: An Interview with Angela Davis,” Race & Class, vol. 40, no. 2-3 (1998-99).
- (R) Roy Khan, “Tackling ‘Impossible’ Buildings,” Historic Preservation, vol. 38, no. 3 (1986).
- (R) Carolyn Strange, “The Port Arthur Massacre: Tragedy and Public Memory in Australia,” Studies in Law, Politics, and Society, vol. 20 (2000).

April 18, Wednesday – Ybor City: Tampa’s Cuban Preservation Movement

Film: “Living in America: One Hundred Years of Ybor City,” Lightfoot Films – Gayla Jamison.

Discussion Readings

- (R) Omar Amador, “Ybor City: Making the Past Its Future,” Americas (Organization of American States), vol. 40, no. 2 (1988).
- (R) Allen Freeman, “A Sense of Belonging” Historic Preservation, vol. 46, no. 2 (1994).
- (R) Susan D. Greenbaum, “Marketing Ybor City: Race, Ethnicity, and Historic Preservation in the Sunbelt,” City & Society, vol. 4, no. 1 (1990).
- (R) Gary R. Mormino and George E. Pozzetta, “The Cradle of Mutual Aid: Immigrant Cooperative Societies in Ybor City,” Tampa Bay History, vol. 7, no. 2 (1985).
- (R) Tony Pizzo, “Tony Pizzo’s Ybor City: An Interview with Tony Pizzo,” Tampa Bay History, vol. 2, no. 1 (1980).
- (R) Kyvig, David E. and Myron A. Marty. Nearby History: Exploring the Past Around You – “Chapter 1: Why Nearby History” – pgs. 1-14.

April 25, Wednesday – Women & Preservation: Moving Beyond “Blue Hair and Tennis Shoes”

Discussion Readings

- (R) Carol Kammen, “New York’s Women’s History Trail,” Heritage: The Magazine of the New York State Historical Association, vol. 10, no. 3 (1994).
- (R) Dolores Hayden, “Chapter 12: The Power of Place Project: Claiming Women’s History in the Urban Landscape,” in Restoring Women’s History through Historic Preservation (Johns Hopkins University Press, 2003).
- (R) Barbara J. Howe, “Chapter 2: Women in the Nineteenth-Century Preservation Movement,” in Restoring Women’s History through Historic Preservation (Johns Hopkins University Press, 2003).
- (R) Vivien Ellen Rose, “Women’s Rights National Historical Park: Where ‘Rights’ Are Our Mission,” Museum International, vol. 53, no. 1 (2001).

- (R) Faith Davis Ruffins, “Chapter 4: Four African American Women on the National Landscape,” in Restoring Women’s History through Historic Preservation (Johns Hopkins University Press, 2003).
- (R) Judith Wellman, “Chapter 14: ‘It’s a Wide Community Indeed:’ Alliances and Issues in Creating Women’s Right’s National Historical Park, Seneca Falls, New York,” in Restoring Women’s History through Historic Preservation (Johns Hopkins University Press, 2003).

May 2, Wednesday – Post-Apartheid South Africa: Forced Removals and Mandela as Tourist Attraction

Discussion Readings

- (R) Kate Clark, “Chapter 24: In Small Things Remembered: Significance and Vulnerability in the Management of Robben Island World Heritage Site,” in Material Culture: The Archaeology of Twentieth Century Conflict (Routledge, 2002).
- (R) Eric Foner, “Chapter 5: “‘We Must Forget the Past:’ History in the New South Africa,” Who Owns History? Remaking the Past in a Changing World (Hill and Wang, 2002).
- (R) S.C. Goudie, F. Khan and D. Kilian, “Transforming Tourism: Black Empowerment, Heritage and Identity Beyond Apartheid,” South African Geographical Journal, vol. 81, no. 1 (1999).
- (R) Darrell Kruger, “District Six, Cape Town: An Apartheid Landscape,” Landscape, v.31, no.2 (1992).
- (R) William Logan, “Heritage Significance and the Intangible in Hanoi, Vietnam,” Historic Environment, vol. 15, no. 3 (2001).
- (R) Antonia Malan and Crain Soudien, “Chapter 22: Managing Heritage in District Six, Cape Town: Conflicts Past and Present,” in Material Culture: The Archaeology of Twentieth Century Conflict (Routledge, 2002).
- (R) Charmaine McEachern, “Working with Memory: The District Six Museum in the New South Africa,” Social Analysis, vol. 42, no. 2 (1998).
- (R) Bill Nasson, “Oral History and the Reconstruction of District Six,” in The Struggle for District Six: Past and Present (Buchu Books, 1990).
- (R) Denis Byrne, “Nervous Landscapes: The Heritage of Racial Segregation in New South Wales, Australia,” Racial and Ethnic Diversity: Acknowledging the Past, Planning for the Future.

- (R) Myra Shackley, "Potential Futures for Robben Island: Shrine, Museum, or Theme Park," International Journal of Heritage Studies, vol. 7, no. 4 (2001).

May 9, Wednesday – Final Class Session – CLASS PRESENTATIONS

May 16, Wednesday – Final Papers Due – 7pm