COURSE DESCRIPTION
From the traditional notion of building and artifact, the definition of cultural resource has grown immensely during the past several decades. Historic districts, industrial sites, cultural landscapes and heritage routes now form part of the larger collection which preservationists may be called upon to manage. Cultural Resources 6100 will consider the growing range of cultural resources within three contexts - identification, evaluation and intervention.

The first context will include identifying and describing different types or levels of resource, the qualities which make it distinct, such as physical scale, and connections to other types of resource. Certain resource types, such as historic districts, may be covered in greater detail.

The second context will include the analysis and evaluation of resource types, including the established evaluation structures in the United States and in selected international situations. Specific processes, such as National Register reviews, will be covered in greater detail, but students will be encouraged to compare and critique a range of evaluation methods.

The third context, intervention, is introduced as the conclusion to the first two activities, and is examined with reference to national standards in the United States, and to international documents.

OBJECTIVES
Knowledge:
- an understanding of the range of cultural resource types, what makes them distinct, what connects them
- an understanding of the common identification and description tools employed for different cultural resource types
- an understanding of the National Register process, and of selected international evaluation systems

Skills:
- an ability to identify and describe different types of cultural resources, including the ability to plan and undertake district surveys
- an ability to develop a National Register nomination
- an ability to determine the relative historic values of different types of cultural resources

Values:
- a sense of the importance of careful and accurate research in documenting and identifying cultural resources
- a sense of the value of all types of cultural resources in reflecting and explaining a range of human activity
- a sense of responsibility to fairly and completely apply preservation skills to protect and maintain our cultural heritage
METHODS
A combination of lecture, seminar, and field work/site visits, including a three day field trip to Charleston, South Carolina and attendance at the State Review Board meeting, in Atlanta.

GRADING SYSTEM
University system, A to F (+/-); individual and group projects, seminar participation. Late assignments may be subject to reduced grades.

CLASS STANDARDS
Students are expected to attend all classes, with absences approved only for medical reasons, family crisis or university activities. Unexcused absences may result in three point deductions from the final course grade.

Participation, especially in discussion of assigned readings, is a crucial aspect of the course structure; students absent from these classes will not have an opportunity to subsequently submit material for credit.

EVALUATION:

05 project one / interiors
15 project two / biography
10 project three / survey
20 project four / national register
05 project five / interventions
20 mid-term test
25 readings

* see attached weekly schedule of lectures, field trips, project assignments
SELECT BIBLIOGRAPHY


Lowenthal, David. The Past is a Foreign Country (Cambridge, UK: 1985).


Visser, Margaret. The Geometry of Love (Toronto: 2000).