Program: Architecture B.D.A.

Select changes:
- □ Changes to Existing Program
- □ Change Name of Program/Degree
- □ Discontinue Program

Select all areas affected by this change:
- □ Purpose or Objectives
- □ Major Requirements
- □ Portfolio Requirements
- □ Supporting Areas
- □ Elective Credits
- □ Resources

Effective for Students Admitted:

I. Attach a copy of the current program with edits to indicate changes. Indicate deleted courses with strikeouts and new additions in bold.

II. Attach a sample four-year plan for the revised program.

III. Please briefly summarize the proposed program change(s) and the reasoning behind it. Attach separate sheet if necessary.

This proposal describes a small change to the "BDA Secondary Core." Specifically, ARCH 3641: Introduction to Heritage Preservation (3cr) would be eliminated from the "Secondary Core" and it would be replaced by ARCH 4672: Historic Preservation (3cr). This change is proposed for several reasons: there are no plans to offer ARCH 3641 in the near future; ARCH 4672 also offers an introduction to the theories, terminology, and practice of historic preservation that is appropriate at the undergraduate level (and has enrolled many undergraduates for the past several years); and, lastly, 4671 is offered every fall semester. Student Services should be made aware of this change, which is why I have checked the box below in Section V.

IV. Please explain possible impact of proposed change(s). Check one.
- □ No Consultation Needed
  The change will affect students in this program ONLY.
- □ Consultation Needed – Change may affect students in other programs.
  Please indicate individuals consulted and what department they represent. Indicate support or objections to the proposed change(s) and also how the proposed change(s) affect their students or course offerings. Attach separate sheet if necessary.

V. Resource Impact
- □ Student Services
- □ Physical Space
- □ Technology

VI. Budget Impact
None

PROGRAM CHANGE APPROVAL

Approved by Program Curriculum Committee: ____________________________ Date: APRIL 20

Department/School Faculty Vote: Yes ______ No ______ Abstain ______

Date: ______________
Department/School Head Certification of Affirmative Vote: ___________________________ Date: ________________

Approved by CDes Curriculum Committee: _______________________________ Date: ________________

Approved by CDes Faculty: _______________________________ Date: ________________
University Catalogs

Twin Cities campus
Twin Cities Campus

Architecture B.D.A.
School of Architecture
College of Design

- Program Type: Baccalaureate
- Requirements for this program are current for Fall 2014
- Required credits to graduate with this degree: 120
- Required credits within the major: 48
- Degree: Bachelor of Design in Architecture

The bachelor of design in architecture (B.D.A.) is a flexible design degree that thinks through architecture. The program requires an understanding of social, cultural, and physical contexts as a foundation for the examination of the methods, values, precedents, and material reality characteristic of the process of shaping natural and built environments. It includes many architectural electives and priority access to design workshops. The B.D.A. is the best option for those interested in exploring the breadth of the architectural discipline.

All major coursework must be taken A-F.

Program Delivery
This program is available:
- via classroom (the majority of instruction is face-to-face)

Admission Requirements
Students must complete 30 credits before admission to the program.

A GPA above 2.0 is preferred for the following:
- 2.80 already admitted to the degree-granting college
- 2.80 transferring from another University of Minnesota college
- 2.80 transferring from outside the University

Students must complete 30 credits before admission to the program. Freshmen and transfers are usually admitted to pre-major status before admission to this major.

For information about University of Minnesota admission requirements, visit the Office of Admissions website.

Required prerequisite
Prerequisite Courses, Primary Core
It is required that students complete the following classes prior to admission to the BDA:

ARCH 1281 - Design Fundamentals I [AH] (4.0 cr)
ARCH 2301 - Introduction to Drawing in Architecture (4.0 cr)
ARCH 2281 - Design Fundamentals II (4.0 cr)

General Requirements
All students are required to complete general University and college requirements including writing and liberal education courses. For
more information about University-wide requirements, see the liberal education requirements. Required courses for the major or minor in which a student receives a D grade (with or without plus or minus) do not count toward the major or minor (including transfer courses).

Program Requirements

**Additional Classes, B.D.A. Primary Core**
- ARCH 3411W - Architectural History to 1750 [HIS, GP, WI] (3.0 cr)
- ARCH 3412 - Architectural History Since 1750 [HIS, GP] (3.0 cr)

**B.D.A. Secondary Core**
These courses provide introductions to curricular core areas within the school. Select three courses from the following list, which includes Arch 3701 OR Arch 3702 (courses under development).
- ARCH 3711W - Environmental Design and the Sociocultural Context [SOCS, CIV, WI] (3.0 cr)
- ARCH 3811 - Design in the Digital Age (3.0 cr)
- ARCH 4911 - Introduction to Heritage Preservation (3.0 cr)
- ARCH 4921 - Architecture and Ecology (3.0 cr)
- ARCH 4701W - Introduction to Urban Form and Theory [WI] (3.0 cr)

**Design Core**
- Take a minimum of 12 credits but not more than 18.
- Take 12 or more credit(s) from the following:
  - ARCH 3250 - Design Workshop (1.0-6.0 cr)

**Architecture Electives**
- Take 3 courses, 9 credits minimum.
- Take 9 or more credit(s) from the following:
  - ARCH 3xxx
  - ARCH 4xxx
  - ARCH 5xxx
  - LA 3501 - Environmental Design and Its Biological and Physical Context [ENV] (3.0 cr)

**Program Sub-plans**
A sub-plan is not required for this program.

**Accelerated**
- Students accepted to this track join first-year M. Arch students in their classes while enrolled as undergraduate students. Courses taken in their first year are an undergraduate count as elective credits toward the B.D.A. degree, and if accepted into the graduate program will continue to year two (of three) of the M. Arch program.

- Students may apply at the end of their junior year of the B.D.A. program (within 32 credits of completing the degree requirements) and apply and the end of their senior year to the graduate school to formally join the graduate program. At that time, all liberal education requirements and all required B.D.A. coursework must be completed or in progress slated to be completed by the end of the semester of application. Eligibility to apply is based on B.D.A. GPA as well as overall GPA. The preferred B.D.A. GPA is 3.8 or higher.

- Students with a GPA of 3.5 to 3.8 may apply but must also submit a G.R.E. score. Application to the accelerated program must include all materials needed to apply for the M. Arch. program (portfolio, letters of recommendation, writing samples). Students advancing to the second year of the three-year M. Arch program will apply to the graduate school during the normal application time (see http://arch.design.umn.edu/admissions/graduate/). At that time, the application will only include the online graduate school application to the graduate program. (No portfolio, letters of recommendation, writing samples, or G.R.E.)
Professor: Greg Donofrio, Ph.D.
Office hours: Wednesdays 11:30AM—2:00PM, or by appointment
Office: 151 S Rapson
Email: donofrio@umn.edu
Teaching Assistant: Eddie Krakhmalnikov (krak0015@umn.edu)

Basic Premise/Educational Objectives:
The course is designed to give students a general understanding of the field of historic preservation, with specific emphasis on secondary research of preservation topics and critical analysis of preservation issues.

Course Content and Delivery:
Material is presented through illustrated lectures, guest lecturers, field trips, and class discussion. Topics covered include descriptive analysis of historic buildings, the government's role in historic preservation, historic landscapes, preservation standards and guidelines, neighborhood preservation, preservation advocacy, preservation economics, types of preservation, and future directions for historic preservation.

Student Learning Outcomes:
In this course, students will be able to:

- Know the history of the preservation movement in the United States and the broader historical context in which it developed.
- Understand changes that have taken place over time in the objectives, theories, and methods of the historic preservation movement.
- Learn contemporary preservation terms, practices, and laws.
- Critically evaluate and debate current preservation norms, objectives, and policies through written assignments and class discussions.
- Independently frame and research a final paper on a preservation-related topic, making use of secondary source materials.

Required Text

Additional readings as indicated throughout the syllabus. These readings will be available for download through the university library website, or on Moodle, as indicated in the notes for each week.

Policies:

Student Academic Integrity and Scholastic Dishonesty: Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own, can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:
Scholastic Dishonesty: Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. For the University's definition of plagiarism, please see: (http://writing.umn.edu/tww/plagiarism/definitions.html), or feel free to ask.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an "F" or "N" for the course. If you have any questions regarding the expectations for a specific assignment or exam, please ask.

Moodle
University of Minnesota provides Moodle to faculty as at tool to facilitate class organization and communication. I will post the syllabus and selected readings on Moodle. It is your responsibility to log onto Moodle on a regular basis. Rarely, I will alter the syllabus, but I will keep the most up-to-date information published on Moodle. If you are ever in doubt, please consult Moodle, and, if still unclear, send an email to me or our class TA.

Special Accommodations
If you have a disability that might have an impact on your participation in this class, or on your ability to use the available resources, you are encouraged to bring this to the instructor's attention at the beginning of the semester so that your needs may be accommodated. Further information and assistance is available from the University's Office of Disability Services, located in the Gateway Building (website: www.ds.umn.edu)

Grading & Assignments

Grading for this course is in accordance with University standards:
A = exceptional achievement; B = above average performance; C = satisfactory performance; D = below average performance; F = unacceptable performance.

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<thead>
<tr>
<th>Assignment</th>
<th>Title</th>
<th>Due Date(s)</th>
<th>% overall grade</th>
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<tbody>
<tr>
<td>Attendance</td>
<td>N/A</td>
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<td>10%</td>
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<tr>
<td>Quizzes</td>
<td>Topics Vary</td>
<td>Dates Vary</td>
<td>15%</td>
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<tr>
<td>Building Description</td>
<td>Student Choice</td>
<td>9/24</td>
<td>15%</td>
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<tr>
<td>What is Historic?</td>
<td>What is Historic?</td>
<td>10/8</td>
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<tr>
<td>Section 106</td>
<td>Instructor Assigned</td>
<td>10/17</td>
<td>15%</td>
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<tr>
<td>Literature Review Paper Proposal</td>
<td>Student Choice</td>
<td>10/29</td>
<td>5%</td>
</tr>
<tr>
<td>Graduate Student Class Presentations</td>
<td>Literature Review Work in Progress</td>
<td>12/3, 12/5, 12/10</td>
<td>Factored into Final Paper Grade</td>
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<tr>
<td>Final Research Paper</td>
<td>Student Choice</td>
<td>12/19, 12:00PM</td>
<td>25%</td>
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Attendance (10%)
In this class, 10% of the final grade for undergraduate students will depend upon regular attendance and punctuality. There will be a sign-in sheet located at the front of the room at the beginning of each class. Please sign in and please be on time. This should be the easiest part of your grade. You are allowed two unexcused absence. If you must miss an additional class, please inform our TA Eddie by email ahead of time and provide a compelling excuse. Each unexcused absence after the second result in a 15% reduction in your attendance grade.
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<th>Week 1</th>
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<td>Tu Sept. 3</td>
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<th>Week 2</th>
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<td>Tu Sept. 10</td>
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<th>Week 3</th>
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<tr>
<td>Tu Sept. 17</td>
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<td>READ</td>
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<td>Th Sept. 19</td>
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<th>Week 4</th>
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<td>Tu Sept. 24</td>
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<td>READ</td>
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<td>Th Sept. 26</td>
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<table>
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<tr>
<th>Week 5</th>
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<tbody>
<tr>
<td>Tu Oct. 1</td>
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<tr>
<td>READ</td>
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</table>
Th Oct. 3  Landscape Preservation, Guest Lecture by Eddie Krakhamnikov
READ  To be determine

Week 6
Tu Oct. 8  Standards for Preservation
READ:  The Secretary of the Interior's Standards for the Treatment of Historic Properties, read both the Standards and the Guidelines, available at:
http://www.nps.gov/hps/tps/standguide/rehab/rehab_standards.htm
http://www.nps.gov/hps/tps/standguide/rehab/rehab_approach.htm

Th Oct. 10  Secondary Source Research Methods and Databases

Week 7
Tu Oct. 15  Class Discussion: Preservation Advocacy and Change
READ  To Be Determined

Th Oct. 17  Class Discussion of Assignment: “Section 106”
READ  None: submit assignment to Moodle; be prepared for class discussion.

Week 8
Tu Oct. 22  Tour of Hollywood Theater with Meghan Elliott, PE, Assoc. AIA, Preservation Design Works (www.pvnworks.com)
READ  Start readings for Thursday

Th Oct. 24  Writing a Literature Review: Context and Preservation Practice


Week 9
Tu Oct. 29  Economics of Historic Preservation
READ  Tyler, 237-268.


Th Oct. 31  Preservation Economics, Part 2
Week 10
Tu Nov. 5 READ
Preserving the Recent Past

Th Nov. 7 READ
Preservation & Sustainability, Guest lecture by Phil Waugh
To be determined.

Week 11
Tu Nov. 12 READ
Tour of State Capitol Restoration with Michael Bjornberg, AIA, and Angela Bateson, Assoc. AIA, HGA Architects (http://hga.com/)
Capital Stone Report [Moodle]

Th Nov. 14 READ
Class Discussion: Preservation Ethics
To Be Determined

Week 12
Tu Nov. 19 READ
Class Discussion: Preservation and Values


Th Nov. 21 READ
Cultural Landscapes and Functional Preservation

Week 13
Tu Nov. 26 Lecture or Discussion To Be Determined
Th Nov. 28 No Class: University Closed for Holiday

Week 14
Tu Dec. 3 Student Presentations
Th. Dec. 5 Student Presentations

Week 15
Tu Dec. 10 Student Presentations
Assignments

Quizzes and Event (15% of final grade)
Let’s be honest: the quizzes are simply a way to convince you to do the assigned reading.

There will be a number of short, unannounced, in-class quizzes scattered throughout the semester. The quizzes will focus on the reading due on the day of the quiz. No makeup quizzes will be available, but the lowest score will be dropped from the grade calculation.

One quiz will require attendance at a preservation event outside of class. After that event, hand in a 250 word summary of your experience. This activity will introduce you to the wider world of preservation and to meet other preservationists. This is a REQUIRED ACTIVITY and cannot be the quiz that is dropped from the grade calculation. While you will have all semester to complete the “event quiz,” I discourage leaving this to the last minute; please plan ahead and attend an event that is most interesting to you. Here are just a few of the opportunities:
- Breakfast with a Preservationist
- Happy hour with a Preservationist
- Historic St. Paul Brown Bag Lunch
- Walking tour
- Heritage-related museum exhibit
- Minnesota Society of Architectural Historians event
- Other events as proposed by student, or promoted by professor in class or by email

The “Outside Event” quiz must be submitted to Moodle no later than 12/19, 12:00PM. Do not leave this assignment to the very end of the class!

Building Description (15% of final grade)
Date Due: 9/24 (Submit to Moodle)
Computer Format: MS Word document format preferred

Objective:
The purposes of this assignment are to: provide an opportunity for you to explore historic architectural styles; to build your architectural vocabulary; to consider how buildings change over time, and how that may affect their “integrity”; and to encourage you to use a sampling of the enormous secondary literature about architectural styles, decorative terminology, and building components and systems. These topics are expanded upon by other classes offered in the Heritage Preservation curriculum such as: ARCH 5673: Documentation for Historic Preservation; and ARCH 5672: Historic Building Conservation.

Assignment:
Select one building (at least about 40 years old or older) located within roughly five blocks of your current place of residence, and then describe it in writing. The building need not be formally designated as historic. Please adhere to the following format and submission requirements:

1) Start with a more general description of the building including its size, shape, height, predominant materials, location, orientation on the site and other features you consider relevant.
2) Does the building have a style, or does it exhibit some characteristics of an identifiable architectural style? If yes, please explain how the style is identifiable.
3) Next, select one façade (preferably the primary façade) and describe it in detail, being as precise as possible with your architectural vocabulary. Imagine the building is being demolished tomorrow and you are describing it to someone who wishes to reconstruct it the following day. (Exact
measurements are not essential for this assignment). Remember: the goal is to build your architectural vocabulary, not your skills using a tape measure.

4) Make note of any major exterior changes to the building that may have been made over time, and speculate about when these changes might have occurred, based on materials, stylistic cues, or other details (but not archival research).

5) Submit at least two photographs of the building you have chosen to describe. The first should show the entire building in its context. The second photograph should highlight the façade you have chosen to describe in detail. Note: the photographs are NOT intended as a substitution for, or supplement of, your written description. You may wish to take additional photographs for your own reference and study.

6) Make use of the resources listed below, and any other secondary sources you may find helpful. Indicate the resources you used to help with your description. There is no need to provide formal citations, footnotes, or the like.

General Parameters:
Your entire description should be no longer than four double-spaced pages, 12 point font, with 1" margins. Please remember to include at least two photographs. Page count does not include the photographs. Submit your assignment to Moodle by 5:00PM on September 24, 2012.

Resources (an abbreviated, non-exclusive list):
http://books.google.com/books/about/Illustrated_Dictionary_of_Historic_Arch.html?id=6n4JLmyooTwC

Other published secondary sources you may find in the library

What is Historic & What Does it Mean? (15% of final grade)
Due: 10/8 (Submit to Moodle)
Approximate length: 4 pages double spaced maximum, 1" margins, 12 point font
Computer Format: MS Word document format preferred

Objectives of Assignment
Many preservation projects begin with some version of the same basic question: what are we dealing with or looking at? Preservation professionals often speak and write about “historic resources” or “potentially historic resources.” The word “resource” is used as a general term to describe the wide variety of physical things preservationists encounter, seek to understand, sometimes protect, or in some way act upon in professional practice. Examples may include dams, bridges, landscapes, buildings, districts, sculptures, and archeological sites. So, to re-phase the opening question in several different ways: what are the boundaries and attributes of this historic or potentially historic
resource? Is it designated historic? If so, by whom? If not, has it been determined eligible for historic designation? If so, by whom? The point is: there may in fact be several different historic designations for the same resource, each with its own regulatory constraints and economic opportunities.

As such, this assignment has several objectives: 1) to familiarize you with the various levels of historic designation; 2) to learn about the protections (restrictions or constraints?) and subsidies (opportunities?) associated with different levels of designation; 3) to think about how historic designation might interest or repulse building owners or developers; and 4) to experience the frustration sometimes encountered trying to determine if a resource is historic, why, and according to whom. The relatively straightforward questions posed above often do not have simple answers, or the answers are not easy to find.

Description of Assignment
This assignment is inspired by the article "Finding Next Acts for City's Cinemas of Yore", which appeared on December 11, 2012 in the Minneapolis Star Tribune. Please take a moment to read it online: http://www.startribune.com/local/minneapolis/182751001.html.

You have been contacted by the real estate agent trying to sell the Suburban World Theatre located at 3022 Hennepin Avenue, Minneapolis, MN 5540. As you read in the paper, the broker, Jesse, is having a difficult time. He explains that potential buyers are frightened off when they learn the theatre is "historic." Jesse will pay you to write a memo explaining the theatre's historic status, associated restrictions, and potential benefits. Your proposal to Jesse stipulates that you will clearly answer the following questions.

- Is the Suburban World Theatre Historic? If yes, by whom, or what agencies, has it been declared historic? What is the official name of the historic designation(s)?
- If the theatre has been declared historic, what restrictions or constraints are associated with its designation(s)?
- If the building is historic, can it be modified? Potential buyers understandably want some abilities to make modifications to the existing building. Without knowing the specific plans or intentions of future interested parties, generally speaking, what preservation-related processes or reviews should a potential buyer be aware of before purchasing the theatre?
- Are there any incentives associated with the theatre's historic status, if it has any? Jesse does not need to know the details of the incentives; at this point, names of incentive programs or mechanisms will suffice.
- Is the theatre potentially eligible for additional types or levels of historic designation that provide different incentives (and possibly also restrictions)? You can assume the buyer will be a private entity using private sources of money, without the need for any direct federal or state funding, permitting, or licensing.

Assumptions and Suggestions
1. Jesse is busy. He wants a well-organized, concise, and accurate memo that makes use of bullet points to highlight important information by category.
2. The precise names of historic designations, preservation programs, incentives, and laws are very important. Major financial decisions, not to mention your professional reputation, depend upon your accuracy.
3. Feel free to cite specific statutes, laws, and programs, including endnotes with links to websites, if you think this information will enhance Jesse's understanding of the information in your memo.
Supporting Documentation and Resources
The following web pages and links from these web pages should provide most of what you need to know to answer this assignment:

http://www.suburbanworldtheatre.com/index.html

http://www.ci.minneapolis.mn.us/hpc/index.htm

http://nrhp.mnhs.org/

http://nrhp.focus.nps.gov/natreg/docs/All_Data.html

http://www.mnhs.org/shpo/

Final Note
Please do not call or email anyone in local, state, or federal government seeking assistance with this memo. To use a cliché, the preservation community is a “small world.” If each of you calls someone seeking answers, you will annoy my (and potentially your) future professional colleagues, and I will most certainly find out!

Section 106 Project Review (15% of final grade)
Date Due: October 17, 2012 (Submit to Moodle by 5PM)
Length: no more than 3.5 pages, double spaced, 12 point font, 1” margins
Computer Format: MS Word document format preferred

Assignment and Resources:
You have been hired by the Minnesota State Historic Preservation Office (SHPO) as a Preservation Specialist. Barbara, your immediate supervisor, has asked you to review one of three SHPO project files (which you will select on Moodle). The Preservation Specialist who had the position before you left unexpectedly to take a job at the Minnesota Department of Transportation. There is some concern that your predecessor may not have been the most detail-oriented person, that he might not have completed 106 reviews of these projects “by the book.” Barbara is therefore asking you to re-review one of these files and to write a memo that provides an overview of the project and its status in the 106 Process. Because you are new to the job, Barbara has provided you with chapters 3 and 4 of Thomas F. King’s Cultural Resource Laws & Practice: An Introductory Guide, to guide you through the Section 106 regulations, processes, and terminology (available on Moodle). Additional resources, which may or may not be relevant to your project, include:
http://www.nps.gov/tps/standards/applying-rehabilitation/standards-bulletins.htm

First, select one project to review from the three available on Moodle—Randall Creamery, Minneopa Bridge, or Northfield Post Office. Second, write a professional memo to Barbara that addresses the following questions and concerns:
- Why was this project subject to review under Section 106 of the National Historic Preservation Act?
- What potential effects were identified?
  - How were these effects identified (based upon what information)?
- Were adverse effects mitigated or avoided?
- Is this project resolved?
  - In other words: is the 106 process completed?
  - Do any steps seem to have been skipped?
  - Do you concur with the outcomes or decisions made to date?
• What questions remain unclear or unresolved, based on the information in the file (or not in the file), and your understanding of the 106 process?
• What "next steps" do you recommend to Barbara to conclude 106 review of this project, if any?

Final Notes and Recommendations:
In your memo, you are encouraged to be specific about criteria, standards, and processes, as appropriate pursuant to Section 106. Also, the SHPO file you are reviewing is exactly as it was found in the SHPO's office. The information may not be in the "proper" order; correspondence may seem incomplete; information may appear missing, fragmentary, or irrelevant. This is the nature of most office files. Deal with it.

Literature Review Paper Proposal (5% of final grade)
Due: 10/29 (Submit to Moodle)
Computer Format: MS Word document format preferred

First, read the assignment for the Literature Review Paper below. Next, write a one-page paper proposal that addresses the following questions in full sentences.
1) Topic: I am studying/researching_______
2) Question(s): because I want to find out what/why/how_________
3) Significance: in order to help my reader understand__________
4) Organization: how will I organize this paper? Eg: Thematically? Chronologically? Other?
5) Researching Terms: What are some keywords associated w/ my topic?
6) Methods: How will I research this topic? Using which search tools and sources?
7) Provide a bibliography of at least five secondary sources that appear relevant to your topic. Please use proper bibliographic format, in accordance with the Chicago Manual of Style. The bibliography will constitute a second page of this assignment. Note: these should not be the first five sources you find, but rather at least five sources that seem promising.

You are encouraged to be creative, and to research something of personal interest. Research methods will also be discussed in class. To select a good topic, first determine: is there secondary literature about it?

Chicago Manual of Style Quick Citation Style Guide:
http://www.chicagomanualofstyle.org/tools_citationguide.html

Literature Review Work in Progress Presentation (Graduate Students ONLY)
Due: 12/3, 12/5, 12/10

The purposes of this assignment are to: encourage you to research your final paper topic, i.e. not wait until the last minute; organize your thoughts for, and structure of, the final paper, which is sometimes easier to do first in the form of a Powerpoint presentation (essentially a loose outline); and present your projects to your classmates for their knowledge (you get to be the professor), and to solicit their advice and questions.

Advice about the format of your presentations:

1) You all have between 8-10 minutes to present, but I strongly encourage you to aim closer to 8 minutes. Remember that you are presenting a work in progress, the main point of which is to solicit feedback, comments, questions, and perhaps advice. The more time you allow for Q&A, the better.

2) Describe your topic clearly and concisely within the first 30 seconds or minute of your presentation. Do not leave the audience wondering: what is this about?
3) Be honest and transparent about what you know and how you know it, as well as what you think might be true about your topic (your hypotheses, which are essentially hunches or educated guesses), and, finally, what you do not know but would like to know.

4) What I've said above in number 3 also applies to, and naturally leads into, your methodology or proposed methods. If you have questions and are unsure of the methods, steps, approach, or processes that will lead you to your desired answers or end products, be honest and concise about that too. This is your opportunity to get advice!

5) Use illustrations as often as possible. However, I would discourage you from presenting any more than 20 slides. Ten-fifteen slides are probably better, unless you can move through them quickly, and even then, an audience tends to get annoyed by images that are presented for less than 5-10 seconds.

6) Be clear and concise. Shoot for 8 minutes. **DO NOT GO OVER 10 MINUTES (or your grade will suffer).** I will have a sign that indicates when you have two minutes remaining (the 8 minute mark) and a sign that says "WRAP UP!" when you reach 10 minutes.

7) Relax and don't worry. This is not a public speaking class. Furthermore, by the end of the term the other students will be familiar faces, not strangers, to whom you will be speaking. Still, try to be clear and articulate.

**Literature Review Paper (30% of final grade)**
Proposal Due 10/29 (Submit to Moodle)
Final Paper Due 12/19, 12:00PM (Submit to Moodle)
Computer Format: MS Word document format preferred

Assignment: Write a Literature Review using secondary sources.

**Learning Objectives:**
- Use strategies and resources to locate/find secondary sources
- Differentiate secondary sources from other types of information such as: primary sources; advocacy publications; popular literature
- Critically evaluate and compare secondary sources and research methods
- Create an argument or offer an analysis using secondary sources

There are at least three ways to approach this assignment:
1) Use the assignment as an opportunity to review the published research related to some other larger project, current or future, eg: capstone project/masters' final project/thesis, plan B project, honors thesis, etc. In other words, place your other project into a scholarly context related to preservation.
2) Use this assignment to explore a larger potential future project. Review the literature about a topic looking for patterns, changes over time, or gaps (unexplored issues).
3) Argue that an issue is not yet being addressed by the preservation movement (scholars, practitioners, advocates) but it should be because it has implications for, or relevance to, historic preservation in ways that you will analyze using secondary literature.

After you have identified your topic, you will conduct research and express your findings in writing. Research and writing are essential skills for professional preservationists who are working in a relatively new and multidisciplinary field. Preservationists often encounter historic resources that are,
almost by definition, unique, old, and in many senses valuable, but about which sometimes very little is known at the outset. They must therefore conduct research before making an evaluation of significance, proposing a treatment and plan, or designing an intervention. By organizing and synthesizing your research through writing, you may contribute to our knowledge of preservation and communicate important findings to the general public and professional colleagues. In selecting a topic, you are encouraged to be creative, and to research something of personal interest. Research methods will also be discussed in class. Significant emphasis is placed upon the skill and depth of your research for this paper. The assignment is designed for you to hone your skills conducting research using secondary scholarly sources.

Parameters and Grading Criteria
Papers for Arch 4671 should be between 1500 and 2000 words in length excluding the bibliography, illustrations, and notes (6-8 pages). Papers for 5671 should be between 2500 and 3000 words in length excluding bibliography, illustrations, and notes (10-12 pages). You are all strongly encouraged to include illustrations, if and where they are relevant. You must document and cite all sources used to research and write your paper. Papers must include footnotes and bibliography formatted in accordance with the Chicago Manual of Style. Please keep in mind the warning about plagiarism contained in the course syllabus.

Papers are graded according to the following criteria:

- Difficulty/originality of topic: 10%
- Quality/depth of research: 40%
- Quality of analysis: 25%
- Quality and clarity of writing: 15%
- Mechanics (spelling, etc.): 10%
- Total: 100%

Resources
If you think you may need help selecting a topic and refining its scope, please schedule a meeting with me to discuss your ideas. Please send me an email to set up an appointment. For those who may need help writing the paper—structuring the introduction, body, and conclusion of the paper, as well as organizing paragraphs and supporting ideas with documentation and evidence—I encourage you to consult several sources:


The University of Minnesota Writing Center: [http://writing.umn.edu/](http://writing.umn.edu/) Note: You may need to schedule an appointment in advance, particularly toward the end of the semester. The Center also has many helpful writing aids available on its website, such as this ‘Quicktip’: [http://writing.umn.edu/sws/quickhelp/process.html](http://writing.umn.edu/sws/quickhelp/process.html)

Arch 4671/5671 Library Website: [http://www.lib.umn.edu/course/ARCH/5671](http://www.lib.umn.edu/course/ARCH/5671). Here you will find research tools as well as guides for formatting citations.