

## **HIST/IDES 408**

### **Assignment**

The Historic Preservation course will facilitate the nomination process of the Sophia Downtown Historic District for a National Register of Historic Places designation in collaboration with the Coal Heritage Highway Authority, the WV Division of Culture and History, and WV Campus Compact. The project will assist the Town of Sophia in collecting and documenting historic information that will be used to protect and restore structures in the town.

The semester-long curricular project will be integrated with course, program, and liberal learning outcomes by developing and applying knowledge of history, principles, and practices of the Historic Preservation movement in the United States. The assignment represents true civic engagement in small town USA.

### **Purpose**

The purpose of the project is to foster students' abilities by integrating classroom learning in a connected way and applying learning to a meaningful community experience.

The collaborative, integrated, and experiential course will reinforce program outcomes for the History and Interior Design majors, as well as the six liberal learning outcomes, required of every University of Charleston graduate.

The assignment addresses the following Historic Preservation course outcomes as follows:

- Express the “meaning of place” and show how the built environment not only represents human interaction with the natural realm, but also is an expression of the social, cultural, and psychological aspects of a community and its history
- Identify and compare the basic elements of historical architectural style
- Identify those social forces that encourage preservation of the built environment and those counter forces that encourage destruction of the built environment
- Demonstrate the ability to apply preservation principles and knowledge of architectural styles to a community through a class project involving survey and evaluation of the local built environment
- Give evidence of research, writing, and critical thinking ability through the SLIC project, reflection, and assignments

The assignment enables students to demonstrate the following History program outcomes:

- An understanding of historiographical knowledge and issues
- Research skills using print and electronic resources
- A breadth of historical knowledge and depth in a limited area
- Communication and critical thinking skills of analysis, synthesis, organization, and presentation

The assignment enables students to demonstrate the following Interior Design program outcomes:

- To use graphic, verbal, written, and technological communication skills
- To exhibit professional attitudes and behaviors towards self-directed learning, citizenship, and ethical practice for the interior design profession

The integrated assignment will address the university's liberal learning outcomes as follows:

- Communication:

A National Register nomination requires narrative and descriptive writing to develop and support the structures' and district's historical, cultural, and architectural significance.

- Critical Thinking:

A National Register nomination requires a literature search of public records and archival library sources along with oral interviews and visual document interpretations. The research process requires data gathering and comparison to justify historical, cultural, and architectural significance.

- Creativity:

A National Register nomination requires evaluative and descriptive knowledge of the cultural and aesthetic characteristics of style and period to determine the historical character of the architecture.

- Citizenship:

A nomination requires interested citizens at the local level to submit documented property research to the State Historic Preservation Office (SHPO) for designation and review. If approved the application is sent to the Secretary of Interior for National Register approval and listing.

As participatory citizens, students of HIST/IDES 408 will use local, county, state, and national resources. Students will interact with local citizens of Sophia and their local and county jurisdiction's records, the State Historic Preservation Office and their educational materials, guidance, and programs, and the federal government with their processes and criteria for a National Historic District designation.

The Service Learning Intensive Course engages and challenges students with the essential elements of effective service learning.

- Ethical Practice:

Responsibility, altruism and respect are UC Core Values underlying the integrated learning experience. Students are individually responsible to research archival literature and public records of the town and its structures. Student work will facilitate the nomination and enrich the community's opportunity of receiving a National Register designation. Altruism is evident in the experience, for students are

addressing a project that is much needed and desired by the community. While the community believes they do not have the skills to complete the work, they realize the need and value of the designation. Respect is an integral value of the project and students will have a better understanding and appreciation for WV's culture and people.

- **Science:**

A National Register nomination follows a designated research method of survey, research, documentation, and justification for proving historical significance in four categories: history, culture, architecture, and commerce.

## **Calendar:**

### **Week 1-2**

Students are introduced to course and integrated learning assignment, expectations, and outcomes. They are introduced to the history, purpose, principles, process, and legalities of the preservation movement in the United States.

### **Week 3**

Students travel to Sophia, WV, 60 miles from Charleston, to meet mayor and local citizens and begin surveying town and structures. WV Coal Authority officials, two State Historic Preservation Officers, an America Vista/Service Learning coordinator, and the course professor travel with the 17 students.

### **Week 4-7**

Students integrate newly acquired Historic Preservation knowledge, principles, and process into the work of the project. The National Register Survey coordinator from the State Historic Preservation Office and Service Learning Director work with students in-class on three different occasions to reinforce the project outcomes. The professor designs course exercises, assignments, quizzes, and readings to reinforce the learning project. Students engage in electronic research on town of Sophia out of class.

### **Week 7**

Students travel with course professor to site to examine written records at county courthouse and library. Students visit and view surrounding area to gather information to reinforce the written record.

### **Week 8-10**

Students continue research process and begin preparation of survey forms and descriptive narrative writings on historical, cultural, and architectural significance of town structures.

### **Week 10**

Students visit site with course professor to conduct oral interviews and surveys to supplement the written record and complete the visual survey documentation.

**Week 11**

Students compile a Project Report to justify the town's historical, cultural, and architectural significance for designation on the Register.

**Week 12**

Students submit documented survey and research work on WV Historic Property Inventory Forms and a Project Report to professor, who evaluates the work with the assessment criteria listed below and submits work to SHPO for evaluation and critique.

**Week 14**

Students submit a service learning reflection paper and complete a service learning survey on the semester-long integrated learning project addressing project outcome connections to learning and community.

**Criteria:****200 pts.**

Students participate in the National Registration documentation process and:

1. Complete WV Historic Property Inventory Forms with required criteria and narrative and descriptive writings on historical, cultural, architectural, and commercial significance of structures
2. Participate in three site visits to survey and document the structures and area, research archival and public record information, and interview local citizens
3. Prepare a total district Project Report on the town of Sophia

**100 pts.**

Students complete a Service Learning reflective paper and:

1. Address the effect the project has made on
  - a. A community, state, and nation
  - b. Student's personal, educational, and professional goals
  - c. Student's knowledge of history, and design
2. Address community service in relation to Sophia project noting:
  - a. Differences between community volunteerism and service learning
  - b. Responsibilities of citizenship
  - c. Student's assumptions of service learning
  - d. Student's assumption of Historic Preservation process

**100 pts.**

Students complete a mid-term examination which

1. Addresses knowledge, principles, and practices of Historic Preservation movement in relation to Sophia project

## **Assessment criteria for National Register Work-student work must be at Level 2**

### **Level 4**

1. All criteria of WV Historic Property Inventory Form are thoroughly and accurately completed or marked with N/A meaning not applicable.
2. The written architectural, historical, and cultural descriptions fully and accurately describe the historic district, structures, etc.
3. The written statement of significance for the project fully and accurately addresses the criterion as stated.
4. The bibliography is complete and accurate for resources.
5. The typed copies submitted are clean and all inclusive with labeled photographs and exhibit quality craftsmanship.
6. The work submitted meets the required deadlines.

### **Level 3**

1. All criteria of WV Historic Property Inventory Form are thoroughly completed with good information or marked with N/A meaning not applicable.
2. The written architectural, historical, and cultural descriptions fully and appropriately describe the historic district, structures, etc.
3. The written statement of significance for the project fully and appropriately addresses the criterion as stated.
4. The bibliography is complete and appropriate for resources.
5. The typed copies submitted are clean and inclusive with labeled photographs and exhibit good craftsmanship.
6. The work is submitted in a timely fashion.

### **Level 2**

1. All criteria of WV Historic Property Inventory Form are completed or marked with N/A meaning not applicable.
2. The written architectural, historical, and cultural descriptions describe the historic district, structures, etc.
3. The written statement of significance for the project addresses the criterion as stated.
4. The bibliography is reasonably complete for resources.
5. The typed copies submitted are clean and inclusive with labeled photographs and exhibit craftsmanship.
6. The work is submitted in a timely fashion.

## **Service Learning Rubric for Reflection-student work must be at Level 2**

### **Level 3**

1. Views things from multiple perspectives; able to observe multiple aspects of the situation and place them in context.
2. Perceives conflicting goals within and among the individual involved in a situation and recognizes that the differences can be evaluated.
3. Recognizes that actions must be situationally dependent and understands many of the factors which affect their choice.
4. Makes appropriate judgments based on reasoning and evidence.
5. Has a reasonable assessment of the importance of the decisions facing clients and of his or her responsibility as part of the client's lives.

### **Level 2**

1. Observations are fairly thorough and nuanced although they tend not to be placed in a broader context.
2. Provides a cogent critique from one perspective, but fails to see the broader system in which the aspect is embedded and other factors which may make change difficult.
3. Uses both unsupported personal belief and evidence but is beginning to be able to differentiate between them.
4. Perceives legitimate differences of viewpoint.
5. Demonstrates a beginning ability to interpret evidence.

### **Level 1**

1. Gives examples of observed behaviors or characteristics of the client or setting, but provides no insight into reasons behind the observation; observations tend to be one dimensional and conventional or unassimilated repetitions of what has been heard in class or from peers.
2. Tends to focus on just one aspect of the situation.
3. Uses unsupported personal beliefs as frequently as "hard" evidence.
4. May acknowledge differences of perspective but does not discriminate effectively among them.

## Comparative Improvement from Previous Assignment

The Historic Preservation course has been required for the last seventeen years for history and interior design majors and has included historic preservation inventory work as part of the course requirement. A statement from previous syllabi, addressing course requirements reads as follows:

1. Three written examinations. (minimum 300 pts)
2. A Service Learning project for the State Historic Preservation Office involving survey and inventory work in a Charleston neighborhood. Work done in teams will produce inventory forms, plus there will be a personal reflection paper. (100 pts)
3. Individual projects and presentations throughout the course. (100 pts.)

In the past, students participated in reading assignments from two texts, reinforced by professor lecture delivery and isolated field trips throughout the semester. At the culmination of the course, students submitted WV Historic Property Inventory Forms on a block of houses in a Charleston neighborhood, which they had photographed and surveyed on their own time.

	<b>Previous Assignment</b>	<b>Integrated Learning Assignment</b>
<b>Time Line:</b>	Last two weeks of semester, students participated in survey and completed forms	Students introduced to assignment the first week of class - it is integrated to address course, program, and liberal learning outcomes
<b>Delivery:</b>	Professor-lecture, text book journal readings, reports, and field trips to unrelated sites reinforced course outcomes	In addition, three visits with professor to project site to survey, research and interview subjects in collaboration with local, regional, state, and national authorities
<b>Outcomes Assessment:</b>	Survey forms and a service learning reflection paper	Survey forms and Project Report to justify significance for designation. Exam on applied material and a service learning reflection paper
<b>Value:</b>	Students applied the observational survey process	Students participate in all phases of a National Register nomination process which addresses multiple outcomes

## Statement of Willingness to Share Integrated Learning Assignment

I am willing to share the integrated learning assignment with my University of Charleston colleagues. And I am willing to have the integrated learning assignment serve as a resource and model for the national integrated learning project.

Jo Kerr

