

Introduction to Historic Preservation

Last Updated: Mon, 12/29/2025

Course prefix: ARCH

Course number: 4107

Section: LS

CRN (you may add up to five):
31700

Instructor First Name: Leslie

Instructor Last Name: Sharp

Semester: Spring

Academic year: 2026

Course description:

This course provides an overview of the history, philosophy, organization, current legislation, policies, and practice of historic preservation. The course will include lectures, class discussions and analysis based on readings, site visits, and research. Some of the topics covered will include: the history of the historic preservation movement, identifying historic resources, the National Register of Historic Places, the Secretary of Interior Standards for Rehabilitation, federal and state incentives to preserve, the differences between local and national historic districts, architectural survey, adaptive re-use, preservation planning, and the economics of preservation. The course will also expose students to new technologies related to documenting and preserving the historic built environment.

Course learning outcomes:

This course will help students develop an understanding of the history, philosophy, organization, current legislation, policies, and practices of historic preservation in the United States. The course is designed to give students an overview of the field and its relationship with other built environment professions, such as architecture, construction, planning, engineering, and landscape architecture and the critical role historic preservation plays in creating sustainable communities. Service projects give students real-life experience in historic preservation.

Required course materials:

This is a no-cost course materials class. Throughout the semester readings will be assigned for which students are responsible. There will be readings assigned each week. The articles,

chapters, essays, bulletins, factsheets, etc. will be made available to you electronically through CANVAS. *Many of these readings will come from the following websites and linked to CANVAS:*

Georgia Historic Preservation Division: <https://dca.georgia.gov/community-assistance/historic-preservation>

National Park Service: nps.gov/history

National Trust for Historic Preservation: [preservationnation.org](https://www.preservationnation.org)

Recommended but not required: Norman Tyler et al. *Historic Preservation: An Introduction to its History, Principles, and Practice* (2018), Third edition. *Can be purchased in paperback or electronically online (I found it in e-format from \$14-20).*

Grading policy:

COURSE REQUIREMENTS:

Class Attendance & Participation	15%
Readings & Discussions	15%
Midterm NR Project & Presentation	15%
Historic Site Visitation Report	15%
Global Practices Research & Presentation	10%
Final Project	30%

Grading Scale: 90 to 100 = A; 80 to 89 = B; 70 to 79 = C; 65 to 69 = D; Below 65 = F *The grading rubric for written assignments is posted online in CANVAS. This will be the framework for how all written assignments including the final project will be evaluated.*

Attendance policy:

Class Attendance and Participation: 15% of Final Grade

You are expected to attend, be prepared for, and participate in all classes and field visits. Missing class without contacting me with an excusable reason will result in a loss of participation points. *More than two absences will result in a drop in letter grade from your final grade.* Please email me before class if you are going to be absent, late, or leave early.

Academic honesty/integrity statement:

Students are expected to maintain the highest standards of academic integrity. All work submitted must be original and properly cited. Plagiarism, cheating, or any form of

academic dishonesty will result in immediate consequences as outlined in the university's academic integrity policy.

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. All Georgia Tech students should familiarize themselves with and abide by the Georgia Tech Honor Code: <http://www.catalog.gatech.edu/rules/18/>. Faculty shall report instances of academic dishonesty to the Office of the Dean of Students.

For expectations of student and instructor conduct more generally, consult section 19 of the catalog listed above, entitled "Code of Conduct," <http://www.catalog.gatech.edu/rules/19/>, and section 22, entitled "Student-Faculty Expectations," at <http://www.catalog.gatech.edu/rules/22/>.

All persons in the classroom are expected to behave with courtesy towards others and in a way that does not interfere with the regular conduct of the class. Cell phones are to be turned off when students enter the classroom and should remain off for the duration of class; laptop computers are to be used only for taking notes; and students should not engage in private conversations while the instructor or other students are speaking. Anyone who does not adhere to these basic courtesies will be asked to leave.

Core IMPACTS statement(s) (if applicable):

This is a Core IMPACTS course that is part of the Social Sciences area.

Core IMPACTS refers to the core curriculum, which provides students with essential knowledge in foundational academic areas. This course will help students master course content, and support students' broad academic and career goals.

This course should direct students toward a broad Orienting Question:

- How do I understand human experiences and connections?

Completion of this course should enable students to meet the following Learning Outcome:

- Students will effectively analyze the complexity of human behavior, and how historical, economic, political, social, or geographic relationships develop, persist, or change.

Course content, activities and exercises in this course should help students develop the following Career-Ready Competencies:

- Intercultural Competence
- Perspective-Taking
- Persuasion