

History 490: American Places

Course Meetings: 320 CCC 3:00-5:50pm Wednesdays

UWSP – History Department
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Office Hours:

Tuesdays 11am – Noon (Library 2nd Floor)

Thursdays 1pm-2pm (Library 2nd Floor)

Welcome to “American Places,” a capstone course in the History major. Each semester, the department offers a unique course that both draws upon students’ previous coursework and points them ahead to what they can do with their degree after graduation. “American Places” builds upon previous courses in American history and introduces students to the world of historic preservation.

When most people think of historic preservation, they tend to think about saving old mansions, but in fact there is much more to it than that. In Wisconsin alone, there are more than 2000 properties listed on the National Register of Historic Places. Only a handful are Victorian mansions. Old factories, train stations, churches, and much, much more make up the list. While a diverse set, these properties are bound together by one simple fact: somebody valued the place enough to argue for its significance.

Students will do the same in this course. The large research project at the heart of “American Places” is a nomination to the National Register of Historic Places. Students will pick a place they think should be listed and then do the research and writing that comprise a nomination.

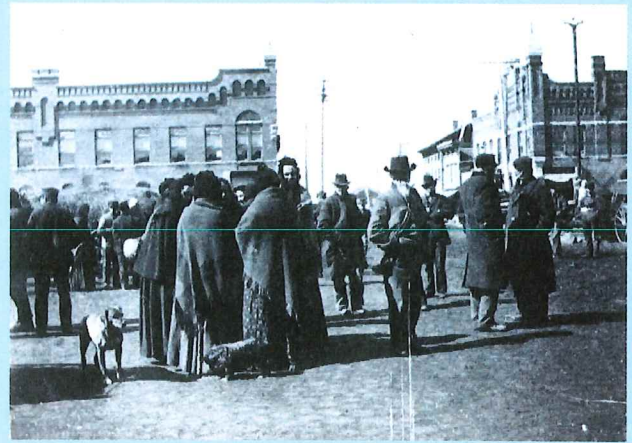
Before we delve into the writing of nominations, though, we need to understand how the National Register came to be and how it can be used today. The first six weeks of class, “Placing Historic Preservation,” use three books for that investigation. The short story is that “urban renewal” projects of the mid-twentieth century, which tended to be large construction projects such as highways and convention centers, often threatened existing neighborhoods. *La Calle: Spatial Conflicts in a Southwestern City* tells that story. *The Past and Future City* and *Historic Preservation: An Introduction* show us how historians and local activists are using historic preservation to not just save buildings, but to preserve communities.

With that larger context investigated, we will then turn to writing a nomination ourselves in a unit called “The National Register of Historic Places – Preparing a Nomination.” As stipulated in the National Historic Preservation Act of 1966, for a property to be listed on the National Register of Historic Places, its nomination must be reviewed by a State Historic Preservation Review Board. (I happen to serve on Wisconsin’s board.) Then, the State Historic Preservation Officer either approves or denies the board’s recommendation. If the officer sees merit in the nomination, he or she sends it on to the National Park Service for final approval and listing in the National Register. In our course, we will use the actual forms and follow a similar process.

The last unit, “The National Register of Historic Places – Presenting a Nomination,” will include an oral presentation and poster.

Once we get going in the semester, students will come to see my perspective quite clearly. I champion historic preservation, but know that without an intentional emphasis on the history of traditionally marginalized people, it will not reflect the full richness of American history. Many of our conversations will be driven by this concern. Similarly, I also know that historic preservation tends toward a narrow focus on the buildings themselves, excluding the natural environment on which they necessarily rely. I believe that far too often Americans tend to see the “built environment” as distinct from the “natural environment”—a conceptual error with negative real world implications. The need to correct this thinking within historic preservation will motivate our conversations, too.

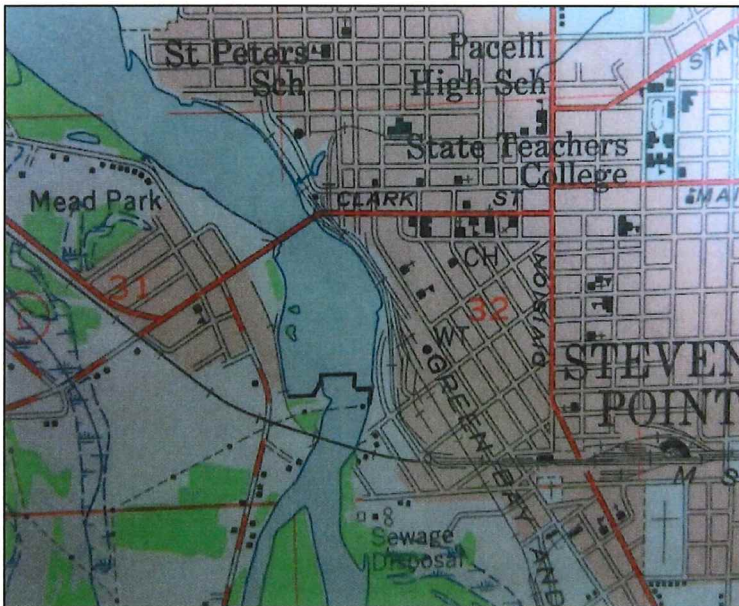
Weekly Public Market Scene, Stevens Point, Wis.



Learning Outcomes

In this course, students will:

- complete a nomination to the National Register of Historic Places that integrates understanding of American history, historical research methods, written communication, and oral communication.
- further develop research, writing, and oral communication skills necessary for a successful career in a professional field.



Office Hours: I set aside office hours so that I have the chance to talk with students one-on-one. During those times (Tuesdays 11am – Noon and Thursdays 1pm-2pm), I do not have any other commitments. My only commitment is to speak with my students. *You do not need an appointment.*

Given the individual character of your project this semester, I fully expect you to drop by the office, perhaps several times. Talking one-on-one is an efficient way to address the specific questions, concerns, or dilemmas of your project.

NOTE: This semester my “office” hours will be in the library on the second floor. Look for me at a table.

Expectations: I assume you have taken History 300 and can do basic historical research. I also assume you can dedicate serious time to the course. If you have doubts about your time and abilities, it is best to talk with me at the *very beginning* of the semester.

Required Readings: For our common readings, this class requires access to D2L (where part of our required reading is found), access to the internet (we'll use a number of websites), and three books:

Lydia Otero, *La Calle: Spatial Conflicts and Urban Renewal in a Southwest City* (Tucson: University of Arizona Press, 2010)

Norman Tyler, Ted J. Ligibel, and Ilene R. Tyler, *Historic Preservation: An Introduction to Its History, Principles, and Practice*, Second Edition (New York: Norton, 2009)

Stephanie Meeks with Kevin C. Murphy, *The Past and Future City: How Historic Preservation Is Reviving America's Communities* (Washington, D.C.: Island Press, 2016).

Recommended Readings: I expect students to have basic research skills, in particular: locating useful documents; understanding secondary literature; organizing research notes; using proper citation formats; and writing clearly. Most of us, including myself, need frequent fine tuning of these skills, so it is a good idea to keep some guidebooks within close reach. I highly recommend the ones below.

Wayne Booth, *The Craft of Research* (Chicago: University of Chicago Press, 2003).

William Zinsser, *On Writing Well: The Classic Guide to Writing Nonfiction* (New York: Harper, 2016).

William Cronon, "How to Conduct Historical Research"
<http://www.williamcronon.net/researching/index.htm>

Grading: I use a traditional point system. Each of the assignments listed here are also listed on the Schedule in red. Assignment descriptions are at the end of this document.

La Calle Reading Assignment #1 (10 points)

La Calle Reading Assignment #2 (10 points)

Finding Aid Assignment (10 points)

Researching Place Assignment (10 points)

National Register Reading Assignment (10 points)

Historic Preservation: An Introduction Reading Assignment (10 points)

Past and Future City Reading Assignment #1 (10 points)

Past and Future City Reading Assignment #2 (10 points)

Preservation Politics Assignment (10 points)

Preserving a Usable Past Assignment (10 points)

Nomination Prospectus (10 points)

Rough Draft Nomination (10 points)

Presentation (10 points)

Poster (20 points)

Final Nomination (50 points)

TOTAL = 200 points

How Do I Cite in this Course? For this course, the Chicago Manual of Style is the only acceptable citation format. For a refresher, visit http://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html We will be using the “Notes and Bibliography” version of Chicago.

Equity of Educational Access: If you have a learning or physical challenge which requires classroom accommodation, please contact the UWSP Disability Services office with your documentation as early as possible in the semester. They will then notify me, in a confidential memo, of the accommodations that will facilitate your success in the course. Disability Services Office, 103 Student Services Center, Voice: (715) 346-3365, TTY: (715) 346-3362, <http://www.uwsp.edu/special/disability/studentinfo.htm>.

Professional Development: Historic preservation might very well become a career path for some students in this course. If you are still enjoying “American Places” after a few weeks in, then visit the American Historical Association webpage on careers in historic preservation: <https://www.historians.org/jobs-and-professional-development/career-resources/careers-for-students-of-history/historians-in-historic-preservation>

Students interested in pursuing advanced study in historic preservation, or public history more broadly, should become familiar with Master’s programs in the field. A good place to start is the UW – Eau Claire history department, which offers a Master’s in Public History:

<http://www.uwec.edu/History/academics/PublicHistory.htm>

This course does require students to communicate in professional ways—through the written nomination, presentation, and poster—and also prepares students for the College of Letters and Sciences Undergraduate Research Symposium. There, students get more practice communicating in a professional setting. As your instructor for this course, I am more than happy to serve as your faculty mentor for your entry. Here’s all the info: <http://www.uwsp.edu/cols/Pages/ResearchSymposium/default.aspx>

One last comment regarding professional development: historic preservation is not a field only for historians, but includes real estate developers, community activists, urban planners, and entrepreneurs, among other professionals. Consider this course good background for any career in public life you may seek.

Course Policies: During the class, cell phones and other electronic devices are prohibited. If you are a parent or are otherwise obligated to be available to your family via cell phone, then please discuss that situation with me, so I know that you have a good reason for keeping your phone turned on.

For information on plagiarism, consult <http://www.uwsp.edu/centers/rights>. See Chapter 14, *Student Academic Standards and Disciplinary Procedures*, pages 5 -10, for the disciplinary possibilities if you are caught cheating. As an instructor deeply concerned with fairness in the classroom, I pursue each and every case of plagiarism and cheating. Please note that turnitin.com is used for the essay assignments.

Note: The syllabus is a general plan for the course. Deviations announced in class may be necessary.

Schedule	
Placing Historic Preservation	
Week 1 Sept 6th Hayden Reading Assignment Due National Register Reading Assignment Due	<ul style="list-style-type: none"> • Dolores Hayden, “The Sense of Place and the Politics of Place” (D2L) • Example Nomination to the National Historic Register (D2L) • National Register of Historic Places, https://www.nps.gov/nr/ • Wisconsin State Historic Preservation Office, https://www.wisconsinhistory.org/Records/Article/CS3557 • Organization of American Historians, “Careers in Historic Preservation,” https://www.historians.org/jobs-and-professional-development/career-resources/careers-for-students-of-history/historians-in-historic-preservation
Week 2 Sept 13 th La Calle Reading Assignment 1 Due Finding Aid Assignment Due	<ul style="list-style-type: none"> • “Introduction,” “Chapter 1: La Calle, the Tucsonense Downtown,” and “Chapter 2: Asserting Economic and Spatial Dominance” in <i>La Calle</i> • Wisconsin Historical Society Finding Aids (http://digicoll.library.wisc.edu/cgi/f/findaid/findaid-idx?page=home;c=wiarchives;cc=wiarchives)
Week 3 Sept 20th La Calle Reading Assignment 2 Due Researching Place Assignment Due	<ul style="list-style-type: none"> • “Chapter 3: Selling Tucson,” “Chapter 4: The Politics of Belonging and Exclusion,” “Chapter 5: Reaffirming Order,” “Chapter 6: The La Placita Committee,” and “Chapter 7: The Politics of Memory,” in <i>La Calle</i> • Newspaper Archive, http://libraryguides.uwsp.edu/az.php?a=n • Sanborn Historic Maps https://www.wisconsinhistory.org/Records/Article/CS3350
Week 4 Sept 27 th Historic Preservation: An Introduction Reading Assignment Due National Register Reading Assignment Due	<ul style="list-style-type: none"> • “Introduction,” “Chapter 2: The Preservation Movement,” “Chapter 4: The Legal Basis for Preservation,” “Chapter 5: Designation of Historic Properties,” “Chapter 6: Historic Districts and Ordinances,” “Chapter 7: Intervention Approaches, Documentation, and Technology,” in <i>Historic Preservation: An Introduction</i> • Nominations to the National Historic Register, https://npgallery.nps.gov/nrhp • Wisconsin Historical Society, “National and State Register of Historic Places,” http://www.wisconsinhistory.org/Content.aspx?dsNav=N:4294963828-4294963805&dsRecordDetails=R:CS2836
Week 5 Oct 4th Past and Future City Assign. 1 Due Preservation Politics Assignment Due	<ul style="list-style-type: none"> • “Introduction,” “Chapter 1: Downtown Is for People,” “Chapter 2: Older, Smaller, Better,” “Chapter 3: Making It Work for You” in <i>Past and Future City</i> • “Against Historic Preservation,” (a bundle of three news media articles in a folder of that name in D2L) • Historic Preservation in Your Community (student news media research)

<p>Week 6 Oct 11th</p> <p>Past and Future City Assign. 2 Due</p> <p>Preserving a Usable Past Assignment Due</p>	<ul style="list-style-type: none"> • “Chapter 4: Buildings Reborn,” “Chapter 5: Our Diverse History,” “Chapter 6: Mitigating the Great Inversion,” “Chapter 7: The Greenest Building,” “Conclusion: The Future of the Past” in <i>Past and Future City</i> • Laura Pulido, et al, <i>A People’s Guide to Los Angeles (D2L)</i> • “Living in Anthracite,” (D2L) • Researching Environmental History – The Bordner Survey, https://uwdc.library.wisc.edu/collections/EcoNatRes/WILandInv/
<p>The National Register of Historic Places – Preparing a Nomination</p>	
<p>Week 7 Oct 18th</p> <p>Nomination Prospectus Due</p>	<p>Recommended Readings:</p> <ul style="list-style-type: none"> • “How to Conduct Historical Research” http://www.williamcronon.net/researching/index.htm • “From Problems to Sources” (D2L) • “Chicago Manual of Style,” http://www.chicagomanualofstyle.org/tools_citationguide.html
<p>Week 8 Oct 25th</p>	<p>Individual Meetings with Professor (scheduled for during class time; no regular class)</p>
<p>Week 9 Nov 1st</p>	<p>Individual Meetings with Professor (scheduled for during class time; no regular class)</p>
<p>Week 10 Nov 8th</p>	<p>Film (viewed in class) and Discussion <i>Citizen Jane: Battle for the City</i></p>
<p>Week 11 Nov 15th</p> <p>Rough Draft Due</p>	<p>Draft Workshop</p> <ul style="list-style-type: none"> • sign up for presentation times in Weeks 13, 14, or 15
<p>National Register of Historic Places – Presenting a Nomination</p>	
<p>Week 12</p>	<p>No Class Meeting – Thanksgiving Break</p>
<p>Week 13 Nov 29th</p> <p>Presentation Due</p>	<p>Presentations of National Register Nominations</p>
<p>Week 14 Dec 6th</p> <p>Presentation Due</p>	<p>Presentations of National Register Nominations</p>
<p>Week 15 Dec 13th</p> <p>Presentation Due Poster Due</p>	<p>Presentations of National Register Nominations</p>
<p>Final Nomination Draft Due 2:30pm Thursday December 21st in D2L</p>	

Hayden Reading Assignment

1. Read the following: Dolores Hayden, "The Sense of Place and the Politics of Place" (D2L)
2. Summarize her major points and be prepared to discuss them in class on the first day of the semester. I will not collect these summaries.

National Register Reading Assignment Due

1. Read the following:
 - Example Nomination to the National Historic Register (D2L)
 - National Register of Historic Places, <https://www.nps.gov/nr/> (read for familiarity)
 - Wisconsin State Historic Preservation Office website (read for familiarity)
 - Organization of American Historians, "Careers in Historic Preservation," <https://www.historians.org/jobs-and-professional-development/career-resources/careers-for-students-of-history/historians-in-historic-preservation>
2. Come to our class meeting with three questions about the National Register of Historic Places. We'll use these as the basis for an introductory discussion to the register. Since our goal this semester is to write a nomination to the register, this early exercise will get us started down the right path right away.

La Calle Reading Assignment 1

1. Read the following: Lydia Otero, "Introduction," "Chapter 1: La Calle, the Tucsonense Downtown," and "Chapter 2: Asserting Economic and Spatial Dominance" in *La Calle: Spatial Conflicts and Urban Renewal in a Southwestern City*.
2. Write a summary of the introduction and first two chapters in a single-spaced paragraph each. The summaries should be clear and comprehensible to someone who has not read the book.
3. Identify three sources used by Otero. Copy the full citations.
4. Submit your assignment to D2L and bring a hard copy to class.

Finding Aid Assignment The purpose of this assignment is to locate a base of useful sources. Looking at what is available in the archive will help you decide upon your research topic.

1. Visit the University of Wisconsin Digital Collections, "Archival Resources in Wisconsin: Descriptive Finding Aids," <http://digicoll.library.wisc.edu/cgi/f/findaid/findaid-idx?page=home;c=wiarchives;cc=wiarchives>
2. Search or browse the finding aids. Locate three collections that include documents on a place that is of interest to you.
3. In a paragraph, describe what the document collection includes and why it would be a good candidate for researching a place.
4. Submit your work to D2L and bring a hard copy to class.

La Calle Reading Assignment 2

1. Read the following: “Chapter 3: Selling Tucson,” “Chapter 4: The Politics of Belonging and Exclusion,” “Chapter 5: Reaffirming Order,” “Chapter 6: The La Placita Committee,” and “Chapter 7: The Politics of Memory,” in *La Calle*
2. Write a summary of the introduction and first two chapters in a single-spaced paragraph each. The summaries should be clear and comprehensible to someone who has not read the book.
3. Identify three sources used by Otero. Copy the full citations.
4. Submit your assignment to D2L and bring a hard copy to class.

Researching Place Assignment

In this assignment you will get started on finding sources for your nomination. If you are still undecided on your research topic, that’s fine. This assignment might help you decide to run with a particular topic or abandon one. In either case, that experience will be a useful step. Further, this assignment will give you practice in two important types of research that will be useful no matter your ultimate topic: newspaper archives and Sanborn maps.

1. Locate five newspaper articles regarding your topic using Newspaper Archive via the UW-Stevens Point library website: <http://libraryguides.uwsp.edu/az.php?a=n> These articles could connect to your topic in a variety of ways. For the sake of an example, let’s presume your topic is a paper mill on the Wisconsin River. Your newspaper articles could focus on the mill itself, but could also be about its owner, workers, the paper industry in the region, the general state of the town, or even something regarding the river. NOTE: Your particular place of research might not be covered in the Newspaper Archive database. In that case, look for articles from the newspapers of nearby towns.
2. Create an annotated bibliography of these five articles. In other words, offer a citation and then two or three sentences on what the article includes.
3. Locate three different Sanborn maps for your site. To begin, visit the Wisconsin Historical Society at <https://www.wisconsinhistory.org/Records/Article/CS3350> Follow directions from there to locate your maps. Once you find your site on these maps, take a screen shot of the spot and save it as a jpeg. Insert these three jpeg’s into the same Word document as your newspaper bibliography.
4. In a paragraph, describe the change (or lack thereof) that is evident across your three Sanborn maps.
5. Submit your Word document to D2L and bring a hard copy to class.

Historic Preservation: An Introduction Reading Assignment Due

1. Read the following: “Introduction,” “Chapter 2: The Preservation Movement,” “Chapter 4: The Legal Basis for Preservation,” “Chapter 5: Designation of Historic Properties,” “Chapter 6: Historic Districts and Ordinances,” “Chapter 7: Intervention Approaches, Documentation, and Technology,” in *Historic Preservation: An Introduction*.
2. Write a summary of the introduction and each chapter in a single-spaced paragraph each. The summaries should be clear and comprehensible to someone who has not read the book.
3. Submit your assignment to D2L and bring a hard copy to class.

National Register Reading Assignment

Our main goal in this assignment is to become familiar with the national register nomination form. As you complete this assignment, you will see that the form has changed somewhat over the years, as has the amount of research contributing to a form (much more now!).

1. Locate and read three nominations to the National Register of Historic Places. These can be found via the National Park Service or Wisconsin Historical Society websites: <https://npgallery.nps.gov/nrhp>
<http://www.wisconsinhistory.org/Content.aspx?dsNav=N:4294963828-4294963805&dsRecordDetails=R:CS2836>
2. In a Word document, write down five observations and/or questions you have about nomination forms. In the same document, cite the three nominations you read. You may use this simple citation format: National Register of Historic Places, property name, town, county, state, reference number.
3. Print one copy of at least one of the three nominations you located. Bring it to class and be prepared to share your question/observation about it.
4. Upload your Word document to D2L and bring a hard copy to class.

Preservation Politics Assignment

Here we will address a few arguments against preservation. While our previous readings gave us the sense that people preserve places for very different reasons (the “Fremont” house in La Calle would be an example), our understanding of preservation from other readings (notably The Past and Future City) might not include enough criticism or debate. So, in this assignment we will examine why people sometimes dislike preservation.

1. Read the three articles in the D2L folder “Against Historic Preservation.”
2. In a paragraph each, summarize the argument against preservation made in each article. Please note that the arguments are all different and are not necessarily fully in opposition to all types of preservation.
3. Locate articles about preservation in the community you are researching. Especially for small communities, finding such an article might be difficult. If that is the case, broaden your geographic boundaries to the whole county or region of the state. The more recent the article, the better. Look in newspapers especially.
4. Summarize the positions against preservation that were expressed in the article.
5. Put all summaries from this assignment into the same Word document. Submit to D2L. Bring a hard copy to class.

Nomination Prospectus

If you are at all feeling rusty in your research skills, refresh with these guides:

- “How to Conduct Historical Research” <http://www.williamcronon.net/researching/index.htm>
- “From Problems to Sources” (D2L)
- “Chicago Manual of Style,” http://www.chicagomanualofstyle.org/tools_citationguide.html

1. Write a one paragraph description of the place. Be straightforward. No need for interpretation or critical analysis. Give all names for the place that it has gone by. Give the state, county, and local governments to which it belongs. Indicate if this is an individual property or multiple properties.
2. Compile an annotated bibliography that includes the following sources:

- a. Ten newspaper sources from the era of significance. Use the university library's newspaper database to locate these. In your prospectus, simply give the appropriate citations for them.
 - b. Five secondary sources. Locate secondary sources closely related to your particular topic. For example, if your place is an amusement park, locate histories of amusement parks. Consider listing histories of your place, such as a county history or significant social history. Histories of a relevant industry, such as paper manufacturing or dairy farming, would also be useful. Finally, I strongly recommend using Barbara Wyatt, *Cultural Resource Management in Wisconsin: A Manual for Historic Properties* (Madison: Historic Preservation Division, Wisconsin Historical Society, 1986), which is available in the University Archives. It is a "go to" resource for preservationists in Wisconsin.
 - c. Five archival folders. Locate archival sources that may be relevant to your research. You do not need to visit the archive at this stage, although it's great if you can. Give the proper citation for the collections.
 - d. Additional sources. List any additional sources you have located in the course of your preliminary research.
3. Submit your Word document to D2L and bring a hard copy to class.

Past and Future City Reading Assignment 1

1. Read the following: "Introduction," "Chapter 1: Downtown Is for People," "Chapter 2: Older, Smaller, Better," "Chapter 3: Making It Work for You" in *Past and Future City*.
2. Write a summary of the introduction and each chapter in a single-spaced paragraph each. The summaries should be clear and comprehensible to someone who has not read the book.
3. Submit your assignment to D2L and bring a hard copy to class.

Past and Future City Reading Assignment 2

1. Read the following: "Chapter 4: Buildings Reborn," "Chapter 5: Our Diverse History," "Chapter 6: Mitigating the Great Inversion," "Chapter 7: The Greenest Building," "Conclusion: The Future of the Past" in *Past and Future City*.
2. Write a summary of the introduction and each chapter in a single-spaced paragraph each. The summaries should be clear and comprehensible to someone who has not read the book.
3. Submit your assignment to D2L and bring a hard copy to class.

Preserving a Usable Past

The goal of this assignment is to turn our attention toward two not necessarily paired concerns: ecology and social diversity. The readings from *Past and Future City* open a good discussion on this topic, but we need to go a bit further.

1. Read Laura Pulido, et al, *A People's Guide to Los Angeles* (D2L). Note how this guidebook opens the traveler's eyes to an otherwise hidden cultural geography.
2. Your own research site was undoubtedly part of a wider cultural geography. In no more than a page, invent a walking tour of that geography. Consider describing three or four stops. Be certain these stops are places that were somehow connected in the past.
3. Now, consider the natural geography that was at one time present at your research site. To research that historic ecology, use the The Bordner Survey, <https://uwdc.library.wisc.edu/collections/EcoNatRes/WILandInv/> If your research site is not covered by the survey, then speak with me for a workaround.
4. Go back to the walking tour you created above. Add into it discussions of historic ecology. Let your document grow to anywhere between one and two pages.
5. Read "Living in Anthracite" (D2L). In this essay, note the tension between ecological restoration and preservation of a cultural landscape.
6. One more time, revisit your walking tour. Add a paragraph at the end that addresses any tensions that might exist between ecological restoration and historic preservation at your particular research site or nearby.

Rough Draft

The rough draft should be approximately 4000 words, or as near there as you can. It will not be graded on length, but students should use this time of the semester to write as much as they can. Use proper citation formats. Consult the Chicago Manual of Style or Kate Turabian for guidance. Students should not yet use a National Register nomination form. Use a Word document in normal settings (eg. 12 point font, double space, normal margins). The nomination should begin with a brief paragraph describing the physical appearance of the property or district, then proceed to state the significance of the property in similar length. The remainder of the document can be a simple description of its historical development.

Presentation I will send out a sign-up sheet for presentation times in class on November 15th, the week before Thanksgiving. Presentations will be the three weeks after Thanksgiving.

For presentations, straightforward and thorough are great qualities. Keep that in mind. Aim for six slides and ten minutes, with additional time for questions and answers. Your task is to convince the class that your nomination warrants acceptance into the National Register. After your presentation, the class will discuss and vote on your nomination.

Things to do in your presentation:

- State clearly what your presentation seeks to accomplish
- Orient the audience to the location of your place
- Summarize the argument your presentation will make
- Explain the supporting points and evidence of your argument
- Use narrative to make those points
- Finish with a request of the class to approve your nomination

Great presentations have very little to do with the personality of the presenter. They have everything to do with how well the presenter has prepared his or her material.

Poster

Posters are a common tool for communication in the academic world. They are also great preparation for any type of presentation that combines words with images, which is just about every presentation type in corporate, non-profit, government, and other professional worlds.

Your poster should follow the advice found here: <http://guides.nyu.edu/posters>

(Using PowerPoint is the easiest method.)

Final Nomination

Your final nomination will use the National Park Service nomination form, known as “Form 10-900.” It can be found here: <https://www.nps.gov/nr/publications/forms.htm> (You do not need the 10-900a or 10-900b.)

On the form, complete items 1, 2, 5, 8, 9, and 11. The first three will be straightforward. The last three require some further explanation:

8. For “Applicable National Register Criteria,” check box A. For “Criteria Considerations,” mark x in all boxes that apply. For “Areas of Significance,” choose among these categories: religion, transportation, business, education, agriculture, civil rights, mining, or tourism. The “Period of Significance” should be a date range inclusive of the major events that took place which made the property important. (Typically the register only includes properties that have significant events older than fifty years. But for our purposes, we don’t care about that.) “Significant Dates” can be left blank, as can “Significant Person.” For “Cultural Affiliation,” anything you want can go there. This entry allows researchers interested in a particular group to find your nomination. Skip “Architect/Builder” if you do not know the individual’s name. The “Statement of Significance Summary Paragraph” includes basic instructions, although you can focus solely on “justification for the period of significance.” The “Narrative Statement of Significance” is simply your paper.

9. Do only the bibliography and ignore the other components.

11. Fill out your information, but not your address or home phone (which I do not want). For “Additional Documentation,” include an image from Google Satellite or Google Earth, not the relatively uninformative Google Map. That is, I want an aerial photographic image from the present. For “Photographs,” include your photos here and cite them using the format provided.

If you have any questions, be in touch right away.