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OFFICE OF THE  
SENATE COUNCIL**1. General Information**

1a. Submitted by the College of: DESIGN

Date Submitted: 10/2/2013

1b. Department/Division: Historic Preservation

1c. Contact Person

Name: Allison Carl

Email: hedcarll@uky.edu

Phone: 257-7763

Responsible Faculty ID (if different from Contact)

Name: Douglas Appler

Email: douglas.appler@uky.edu

Phone: 257-6411

1d. Requested Effective Date: Specific Term/Year<sup>1</sup> Spring 2014

1e. Should this course be a UK Core Course? Yes

Inquiry - Social Sciences

**2. Designation and Description of Proposed Course**

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: HP 101

2c. Full Title: Historic Preservation: How the Past Informs the Future

2d. Transcript Title: Historic Preservation

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 3

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: An introduction to the theory and practice of historic preservation in the Commonwealth of Kentucky and beyond. The approach will be through an interdisciplinary lens, including architecture, interiors, history, urban planning, archaeology, geography, economic development, and community engagement. Lectures, readings, discussion, and field observations.(3 cr.)

2k. Prerequisites, if any:

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Spring,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 75-100

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: No

Will it be of interest to a significant number of students outside the degree pgm?: Yes

If Yes, explain: Due to the interdisciplinary nature of the course, students from a wide variety of majors throughout the university should find this course to be of interest. It also provides an opportunity to learn about historic preservation at the undergraduate level since the present program provides a graduate degree.

8. Check the category most applicable to this course: Relatively New – Now Being Widely Established,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached: Yes

## Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|HDSAWD|A Whiteside-Dickson|HP 101 NEW College Review|20131002

SIGNATURE|HEDCARLL|Allison C White|HP 101 NEW Dept Review|20131002

SIGNATURE|DHELMQ|Donald W Helme|HP 101 NEW UKCEC Expert Review|20141124

SIGNATURE|JMETT2|Joanie Ett-Mims|HP 101 HP 101MINOR\_TEXT\_FOR\_TITLEHP 101MINOR\_TEXT\_FOR\_TITLE&|20141124

SIGNATURE|JMETT2|Joanie Ett-Mims|HP 101 NEW Undergrad Council Review|20141203

## Syllabus

HP 101: Historic Preservation: How the Past Informs the Future

Department of Historic Preservation, College of Design, University of Kentucky  
Spring 2014

**Course Description:** An introduction to the theory and practice of historic preservation in the Commonwealth of Kentucky and beyond. The approach will be through an interdisciplinary lens, including architecture, interiors, history, urban planning, archaeology, geography, economic development, and community engagement. Lectures, readings, discussion, and field observations. (3 cr.)

### Student Outcomes:

Upon the satisfactory completion of this course, the student will be able to:

- Demonstrate an understanding of preservation theory, and how the theories developed by several social sciences can be employed in the context of historic preservation;
- Demonstrate an understanding of how the methods and ethics of inquiry used by many different social science fields, including anthropology, geography, history, art history, and material culture, are applied to historic preservation practice;
- Demonstrate an ability to identify and use appropriate information resources to substantiate evidence-based claims;
- Discuss how preservation influences society at the local, state, and national levels;
- Demonstrate an ability to identify a well-formulated question pertinent to historic preservation, and to employ a range of conceptual and methodological approaches encountered in the social sciences to identify reasonable research strategies that could speak to the question;
- Articulate the importance of the past to the present;
- Explain why preservation is desirable and publicly supported;
- Discuss the growth of the historic preservation movement in the United States.

### Course Instructors, Contact Information, and Office Hours:

Douglas Appler

101C Bowman Hall

257-6411

[douglas.appler@uky.edu](mailto:douglas.appler@uky.edu)

Office hours:

Meetings with the instructors, outside of the regular course time or scheduled office hours, may be arranged by appointment. If such meetings are not arranged in person, email contact is the preferred method of communication.

**Policies:**

**Academic Integrity**

Academic study must comply with strict academic and professional standards for intellectual integrity.

In the process of academic study for this course, all assignments shall include appropriate bibliographic citations for quoted text, paraphrased ideas or concepts, and graphic images. Students are referred to the *Chicago Manual of Style* for standard bibliographic citation formats (UK Fine Arts Reference & Young Reference sections: Z253.U69 1993). A failure to cite quotations, paraphrases, or graphics will result in the student receiving no credit for the affected assignment. A second failure to provide appropriate citations will result in the student receiving a failing grade for the course.

Assignments frequently require and rely upon the inclusion of images from outside sources. For this course, all assignment-required images shall be photocopied, or scanned and printed. The architecture library provides only black-and-white photocopy machines and will facilitate color photocopying of images. Under no circumstances are original images to be removed from books, periodicals, or resources within any library system. Unless the instructor can verify the source of an original image, an assignment submitted with original images will not be accepted. If a submitted assignment is found to contain original images from a library system source, the student will not receive any credit for the affected assignment. All suspicious images will be turned over the UK Library System for investigation and determination of relevant replacement fees.

**Classroom Behavior**

Courtesy, civility, and respect for all class participants (students, faculty, teaching assistants) is a requirement of this course. Anyone not demonstrating these traits toward others will be asked to leave the classroom and may be dropped from the course.

**Accommodations due to disability**

Appropriate accommodations will be made for students who have a documented need for alterations to course policy or expectations. Students seeking accommodation shall discuss the situation with the section instructor prior to the third course session. The instructor will require documentation from the Disability Resources Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu).

## **Attendance**

Students are required to be physically and mentally present during all class sessions. Instructor-student, student-student, and student-group interactions are essential for the learning experience. During regular course instruction and discussions, instructor guidance and peer feedback enriches students' continued development of critical thinking skills. The course will provide an educational culture that promotes intellectual curiosity, fosters respect, supports educational discovery, and promotes student-to-student critique and discussion.

Unless otherwise indicated, students are expected to remain for the entire scheduled class session. Students not engaged in the work of this course will be requested to leave the classroom.

Attendance will be taken during each course session.

Partial absence from a course session will be recorded as an absence or 'tardy' at the instructor's discretion. In general, a 'tardy' will be considered as the late arrival for any course session.

Three tardy arrivals will be considered the same as one absence.

More than three unexcused absences will result in a one letter-grade reduction of the student's final grade (i.e.: An 'A' reduced to 'B'). **With the fourth unexcused absence, letter grade reductions will begin.**

Per University Senate Rule 5.2.4.1, any student missing more than one-fifth (1/5) of the scheduled course sessions with unexcused absences will be asked to withdraw from the course.

University Senate Rule 5.2.4.2 defines acceptable excused absences as:

Serious illness (physician's note required);

Illness or death of family member;

University-related trips;

Major religious holidays;

Other circumstances [that the instructor] finds to be "reasonable cause for nonattendance."

Students who will be unable to attend class—for any reason—should contact the instructor by email or phone message **prior** to the absence if possible. Students will be responsible for providing written verification for any excused absences to the instructor.

## **Electronic Devices**

The in-class use of cell phones, laptops, tablets, or any other type of electronic communicating device is permitted for course-related purposes (note-taking, research, group work, etc...) only. After one warning, any student in violation of this policy will be directed to withdraw from the class. Please turn off all devices prior to class.

## Grading

Throughout the term, grades will be assigned to completed course work. All assignments shall receive letter grades or an equivalent numeric score. Assigned grades may include written comments.

Numeric scores will be recorded as a decimal number out of five (5) to ten (10) possible points. Letter grades will be recorded as 'A,' 'B,' 'C,' 'D,' or 'E.'

All students completing a group project will receive equal credit for the work completed by the group.

Letter grades shall be understood to represent:

A – Assigned to work completed substantially above the final expectation for the course. Work represents **exceptional** integration of class information into the assignment. Work relies upon both consideration of relevant analysis and original ideas to jointly support decisions and arguments. (U.S.R. 5.1.1: "Represents an exceptionally high achievement as a result of aptitude, effort and intellectual initiative.")

B – Assigned to work completed above the final expectation for the course. Work demonstrates **strong** integration of class information into the assignment. Work shows consideration of relevant analysis to support arguments. (U.S.R. 5.1.1: "Represents a high achievement as a result of ability and effort.")

C – Assigned to work completed at the **average** expectation for the course. Work represents **good** (or basic) integration of course information into the assignment. Work does not exhibit significant or relevant analysis to support arguments. (U.S.R. 5.1.1: "Represents satisfactory achievement for undergraduates.")

D – Assigned to work completed **below average** expectations for the course. Work demonstrates potential to improve at least one grade level in regards to integration of course information into the assignment. While one aspect of the work may be average, strong, or exceptional, the overall work does not illustrate a comprehensive understanding of the content covered by the assignment. (U.S.R. 5.1.1: "Represents unsatisfactory achievement and is the minimum grade for which credit is given.")

E – Assigned to work that fails to demonstrate understanding or recognition of course content. Work does not exhibit the potential to improve to average expectations. (U.S.R. 5.1.1: "Represents unsatisfactory performance and indicates failure in the course.")

For the purposes of final grade calculations, letter grades shall be translated as follows (out of ten points):

A	=	9 or above
B	=	8 or above



C	=	7 or above
D	=	6 or above
E	=	5.9 or below

Unless previous arrangements have been made with the section instructor, late assignments will not be accepted. Approved late assignments will receive the equivalent of a one-letter grade deduction per calendar day late. (On the numeric scale, a one-letter grade deduction will equal the corresponding point deduction.) Assignments submitted late, as the result of an excused absence, will not be penalized.

All grades and scores will consider the **completion** of the stated assignment objectives and requirements, critical thinking ability, and the **execution** of the submitted assignment. While the exercises and projects that comprise this course can be technically completed to earn credit, mere completion of an assignment does not constitute the minimum qualification for receiving a satisfactory grade. The individual time commitment necessary to achieve an appropriate level of completion will vary by student, and by assignment throughout the term.

Per University Senate Rule 5.1.0.1, students will be informed of their current standing before the midterm withdrawal date. For Spring 2014, the last day to withdraw from a course without it appearing on the student's transcript is September xx or by November xx with an approved withdrawal.

Please Note:

1. Late assignments will not be accepted for grading unless an arrangement has been made with the instructor before the assignment is due.
2. Incomplete assignments that are submitted as fulfillment for course requirements will not be graded.
3. Students are expected to communicate professionally without the use of slang or incorrect grammar. All assignments should be proof-read prior to submission.
4. The readings are supplemental information to lectures, in-class discussions, and class assignments. Students are responsible for applying the information from the readings to discussion or written class requirements.

Mid-term Grade:

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

Final grades for this course will be determined using a composite of assignment grades and recorded course attendance. Specifically, the final grade calculations will weight assignment grades as follows:

**Independent Research Opportunities: 40%**

Students will have four opportunities to demonstrate how they can apply the lessons learned inside the classroom to the urban fabric of their choice, and each

opportunity is worth 10% of the final grade. They will complete the following exercises when indicated on the syllabus. These papers will be between two and three pages in length. Students will note that in the third exercise, they may choose between working at a landscape scale, and working at a building-scale.

### **IRO 1:**

#### **Experiencing Place:**

Using the framework introduced during a discussion of the relationship between Geography and Historic Preservation, you will be asked to draw a "Cognitive Map" or "Memory Map" for the city of Lexington, based on the theories of Kevin Lynch and Yi Fu Tuan. Be sure to identify the key paths, districts, edges, nodes, and landmarks that are included in your map. After you have completed this map, consult a Google map, or any other regular street map. List at least five major differences between the two maps. In roughly 600-900 words, what do these differences say about you, about how you see the city, and about how your experience in the city might differ from someone who is not in your demographic group? This exercise helps students to see how they construct their mental image of a place, how that image is composed of landmarks, paths, edges, and nodes, and how their personal experience and circumstances also shape their understanding of what constitutes a city as "place."

### **IRO 2:**

#### **Documenting Neighborhood Change through Historic Maps**

In this assignment, students use their choice of historic and modern maps to develop evidence that supports their claim of how a particular neighborhood has changed over time. This assignment is coupled with a visit to the Map Library if the size of the class allows, or a guest lecture if it does not. The maps used in this exercise might include historic Sanborn maps, USGS topographic maps, aerial photos, and other resources. Students will select either the South Hill neighborhood, Pralltown, or the Davis Bottom neighborhood areas of downtown Lexington, and will develop a narrative explanation of the changes that have taken place within the landscape over time, based on the evidence that they encounter in the historic maps. Emphasis should be placed on detail – what do the features mapped tell you about your neighborhood's changing population? Are buildings being expanded and improved, being abandoned, or being razed? Are new services being installed along the streets? What do the changes, or the lack of changes, say about the lives of the people who live in your neighborhood? 600-900 words.

### **IRO 3:**

#### **Preservation and Design:**

Students will undertake a "Style and Materials" analysis of either one house in the following list of neighborhoods, or one of the neighborhoods as a whole. Students will identify the building style and materials used, and will

be asked to develop a line of thought that explains what the style and materials found in that house or neighborhood say about the surrounding neighborhood, the city, or the region's relationship with the country as a whole. What are the builders, owners, or architects trying to project through their design and material choices?

Possible neighborhoods: Gratz Park, Hampton Court, Fayette Park, Elsmere Park, or Bell Court. 600-900 words.

#### **IRO 4:**

##### **Public Policy in Historic Preservation:**

Students are asked to make an argument in favor of, or in opposition to, the establishment of a historic district along the Jefferson Street Corridor based on the neighborhood's historical significance and integrity. By making arguments rooted in the historical context of the buildings (identifying the cultural forces, movements and trends in history that the buildings represent) and by examining integrity (the ability of the materials present to communicate the historical context), students will support or oppose the passage of regulations that have a very concrete effect on society - what changes property owners are allowed to make to their property. Students are also asked to consider the moral or ethical implications of historic district designation. Who benefits from the preservation of this history? What are the costs of historic district designation, and who bears those costs?

#### **Exams: 50%**

There will be three "section" exams, each based on the content discussed during that section of the course. The exams will be take home, and will be due on the first day of the new section. There will also be a final exam.

#### **In-Class Participation: 10%**

There will be many opportunities for both structured and spontaneous participation in class. Students are encouraged to ask questions and participate when the opportunity arises. Just being present is not enough to earn a complete participation grade.

Per University Senate Rules, final course grades will not include 'plus' or 'minus' designations. Final grade deductions based upon the attendance policy will be considered after preliminary final grades have been calculated.

#### **Textbooks:**

Steen Eiler Rasmussen, *Experiencing Architecture*, Cambridge: M.I.T. Press, 1962.

Max Page and Randall Mason, eds. *Giving Preservation a History: Histories of Historic Preservation in the United States*. New York: Routledge, 2004

Andrew Hurley, *Beyond Preservation: Using Public History to Revitalize Inner Cities*, Philadelphia: Temple University Press, 2010.

## **Course Schedule:**

### **Week 1, Class 1:**

Introduction, Overview of Course, Description of the course's three central themes: **Experiencing Place, Historic Preservation and Design; and Public Policy in Historic Preservation**

### **Experiencing Place:**

#### **Week 1, Class 2:**

What do Preservationists Do?

UKHP Faculty

#### **Readings:**

Kevin Lynch, *Image of the City*, Chapter 3.

Yi Fu Tuan, *Space and Place: The Perspective of Experience*, Chapters 1, 10.

### **Week 2, Class 1:**

Applying the Social Sciences to Historic Preservation: Geography - What makes one Place different from another? What elements contribute to the "Experience of Place?" Where do history, time, and culture fit into that experience? How is that knowledge applied by historic preservationists?

UKHP, UK Geography

#### **Readings:**

Richard Schein, "The place of landscape: A conceptual framework for interpreting an American scene" *Annals of the Association of American Geographers* 87 (4), 660-680.

### **Week 2, Class 2:**

Place and Identity: Kentucky's Regions

UKHP/ UK Geography

#### **Readings:**

"Historical and Cultural Landscapes - Chapter Three" *Kentucky Atlas*

### **Week 3, Class 1:**

Applying the Social Sciences to Historic Preservation: Material Culture - What do materials say about people and place? How is that knowledge applied by historic preservationists?

UKHP

#### **Readings:**

Jules David Prown (1982) "Mind in Matter: An Introduction to Material Culture Theory and Method" *Winterthur Portfolio* 17 (1)1-19

Henry Glassie, "Meaningful Things and Appropriate Myths: The Artifact's Place in American Studies" in Robert Blair St. George (ed.) *Material Life in America, 1600-1860* (Boston, Northeastern University Press, 1988) 1-49.

Week 3, Class 2:

Applying the Social Sciences to Historic Preservation: Archaeology - How does archaeology understand culture, time, and place? How is that knowledge applied by historic preservationists?

UKHP/ UK Archaeology

Assignment Due: IRO 1

Reading:

Melody K. Pope, April K. Sievert, and Sheree L. Sievert, "From Pioneer to Tourist: Public Archaeology at Spring Mill State Park" *International Journal of Historical Archaeology* 15, 206-221.

Week 4, Class 1:

Architecture: Experiencing Architecture through an exploration of Solids and Cavities, Color Planes, Scale and Proportion, Rhythm

UKHP Faculty

Reading:

Rasmussen, Chapters 1-5 (don't worry, it is an easy read with lots of pictures...)

Week 4, Class 2:

Basic Research Tools for Historic Preservation: Visit to Map Library

UKHP Faculty, Design Library Staff

Week 5, Class 1:

Architecture: Experiencing Architecture through an exploration of Texture, Daylight, Color, Sound

UKHP Faculty

Reading:

Rasmussen, Chapters 6-10

Week 5: Class 2

Basic Research Tools for Historic Preservation: Visit to Special Collections

### **Historic Preservation and Design**

Week 6, Class 1:

Architecture I: Building Types, Materials, Construction in Kentucky

UKHP/UK Architecture

Assignment Due: Take home exam 1

Week 6: Class 2:

Architecture II: Kentucky's Historic Architectural Styles

UKHP/ UK Architecture

Readings:

Thomas Carter and Elizabeth Collins Cromley, *Invitation to Vernacular Architecture: A guide to the study of ordinary buildings and landscapes* (Knoxville, University of Tennessee Press, 2005), "Introduction."

Week 7, Class 1:

Architecture III: Kentucky's Historic Architectural Styles Contd.

UKHP/ UK Architecture

Readings:

Jules David Prown "Style as Evidence" *Winterthur Portfolio* 15 (3) 197-210.

Julie Riesenweber, "Kentucky's Historic Architecture"

Week 7: Class 2

The Preservation of Historic Interiors: (Priorities, Methods)

UKHP/ UK Interiors

Readings:

Max Page and Randall Mason, Introduction: Rethinking the Roots of the Historic Preservation Movement, and Chapter 1: The Heritage Crusade and its Contradictions

Week 8, Class 1:

Case Studies in the Preservation of Historic Interiors

UKHP/ UK Interiors

Assignment Due: IRO 2

Readings:

Page and Mason, Chapter 2: On Cults and Cultists: German Historic Preservation in the Twentieth Century

Week 8, Class 2:

The Preservation of Designed Landscapes: (Priorities, Methods)

UKHP/ UK Landscape Architecture

Readings:

Page and Mason, Chapter 3: Roots in Boston, Branches in Planning and Parks; Chapter 4: A Spirit that Fires the Imagination: Historic Preservation and Cultural Regeneration in Virginia and New England, 1850-1950

Week 9, Class 1:

Case Studies in the Preservation of Historic Designed Landscapes

UKHP/ UK Landscape Architecture

Readings:

Page and Mason, Chapter 5: Historic Preservation, Public Memory and the Making of Modern New York City

Week 9, Class 2:

The Preservation of Vernacular Landscapes (Priorities, Methods)

UKHP/ UK Landscape Architecture

Readings:

National Park Service Preservation Brief no. 36: Protecting Vernacular Landscapes

Week 10, Class 1:

Case Studies in the Preservation of Vernacular Landscapes  
UKHP/ UK Landscape Architecture

Readings:

Page and Mason, Chapter 6: Marketing the Past: Historic Preservation in Providence, Rhode Island

**Historic Preservation and Public Policy**

Week 10, Class 1:

History of the Preservation Movement in the United States  
UKHP

Assignment Due: Take home exam 2

Readings:

Page and Mason, Chapter 7: Place over Time: Restoration and Revivalism in Santa Fe

Week 10: Class 2:

The Four Treatment Options for Historic Preservation: Preservation, Rehabilitation, Restoration, Reconstruction  
UKHP

Readings:

National Park Service: Preservation, Rehabilitation, Restoration, Reconstruction

<http://www.nps.gov/history/hps/tps/standguide/>

Readings: Page and Mason, Chapter 8: Chicago's Mecca Flat Blues

Week 11, Class 1

The Federal Framework for Historic Preservation  
UKHP

Assignment Due: IRO 3

Readings:

Page and Mason Chapter 9: Ancestral Architecture: The Early Preservation Movement in Charleston

Week 11, Class 2:

Federal Preservation Case Study:  
UKHP

Readings:

Page and Mason, Chapter 10: Making History: Historic Preservation and Civic Identity in Denver

Week 12, Class 1:

The State Framework for Historic Preservation:

UKHP/ SHPO

Readings:

Page and Mason, Conclusion: Moving Forward: Futures for a Preservation Movement

Week 12, Class 2:

State-led Kentucky Preservation Case Study

UKHP

Readings:

Hurley, Chapter 1: Preservation in the Inner City

Week 13, Class 1:

The Local Framework for Historic Preservation:

UKHP

Readings:

Hurley, Chapter 2: Taking it to the Streets: Public History in the City

Week 13, Class 2:

Locally-led Kentucky Preservation Case Study

UKHP

Readings:

Hurley, Chapter 3: An Experiment in North St. Louis

Week 14, Class 1:

International Perspectives on Preservation (ICOMOS, ICCROM, UNESCO)

UKHP

Assignment Due: IRO 4

Readings:

Hurley, Chapter 4: History that Matters: Integrating Research and Neighborhood Planning

Week 14, Class 2:

International Preservation Case Study: Antigua, Guatemala

UKHP

Readings:

Hurley, Chapter 5: Making a Place for Nature: Preserving Urban Environments

Week 15, Class 1:

Making the Case for Historic Preservation: Public Parks, Heritage Trails, Vibrant Main Streets, Public Art, Preservation Economics

UKHP

Assignment Due: Take home exam 3

Readings:



Hurley, Chapter 6: Scholars in the Asphalt Jungle: the Dilemmas of Sharing  
Authority in Urban University – Community Partnerships

Week 15, Class 2:

Review for Exam

Readings:

Hurley, Conclusion: An Agenda for Urban Preservation

Week 16:

Final Exam

**Course Review Form  
Inquiry in the Social Sciences**

**Reviewer Recommendation**

Accept  Revisions Needed

**Course:** HP 101

Using the course syllabus as a reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

Readings, lectures, or presentations that promote students' ability to define and distinguish different theoretical approaches associated with a social science discipline, either broadly or as applied to an important social science topic.

Example(s) from syllabus:

Archaeology: How Archaeology combines culture, time, and place; Relationship of Archaeology with Preservation.

Brief Description:

This lecture will introduce students to the methodological and theoretical frameworks that allow archaeologists to use the material remains of the past to learn about the lives led by earlier generations. It will explore how the application of those theories and methodologies to historic sites can develop information that supports the work of historic preservationists.

Processes or assignments where students apply their understanding of methods and ethics of inquiry which lead to social scientific knowledge.

Example(s) from syllabus:

IRO 1: Experiencing Place

Brief Description:

Using the framework introduced during a discussion of the relationship between Geography and Historic Preservation, students will be asked to draw a "Cognitive Map" or "Memory Map" for the city of Lexington, based on the theories of Kevin Lynch and Yi Fu Tuan. This exercise helps students to see how they construct their mental image of a place, and how that image is composed of landmarks, paths, edges, and nodes, among other features.

Artifacts of assignments or exercises that require students to demonstrate the ability to identify and use appropriate information resources to substantiate evidence-based claims.

Example(s) from syllabus:

IRO 2: Documenting Neighborhood Change through Historic Maps

Brief Description:

In this assignment, students use their choice of historic and modern maps to demonstrate how neighborhoods change over time. This assignment is coupled with a visit to the Map Library if the size of the class allows, or a guest lecture if it does not. The maps used in this exercise might include historic Sanborn maps, USGS topographic maps, aerial photos, and other resources. Students will

select either the South Hill neighborhood, or the UK campus areas of downtown Lexington, and will answer the basic question "How has the neighborhood changed over time?"

Processes, assignments or exercises that demonstrate students' application of the knowledge of how a social science discipline influences society.

Example(s) from syllabus:

IRO 4: Public Policy in Historic Preservation

Brief Description:

Students are asked to make an argument in favor of, or in opposition to, the establishment of a historic district along the Jefferson Street Corridor based on the neighborhood's historical significance and integrity. By making arguments rooted in the historical context of the buildings (identifying the cultural forces, movements and trends in history that the buildings represent) and by examining integrity (the ability of the materials present to communicate the historical context), students will support or oppose the passage of regulations that have a very concrete effect on society - what changes property owners are allowed to make to their property.

Artifacts of assignments or exercises that require students to demonstrate an ability to identify a well-formulated question pertinent to a social science discipline and to employ the discipline's conceptual and methodological approaches in identifying reasonable research strategies that could speak to the question.

Example(s) from syllabus:

IRO 3: Preservation and Design

Brief Description:

Students will undertake a "Style and Materials" analysis either of one individual house from one of the neighborhoods listed below, or of one of the listed neighborhoods as a whole. Students will identify the building styles and materials used, and will be asked to develop a line of thought that explains what those styles and materials say about the surrounding neighborhood, the city, or the region's relationship with the country as a whole."

Possible neighborhoods: Gratz Park, Hampton Court Fayette Park, Elsmere Park, or Bell Cour

Reviewer's Comments

Courses	Request Tracking
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### New Course Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

Open in full window to print or save

Generate R

Attachments:

Upload File

ID	Attachment
Delete 2212	Intellectual Inquiry Social Science FormDRA.docx
Delete 4145	HP 101 syllabusDRAedits.docx

1

Select saved project to retrieve...

(\*denotes required fields)

**1. General Information**

a. \* Submitted by the College of: DESIGN  Submission Date: 10/2/2013

b. \* Department/Division: Historic Preservation

c.

* Contact Person Name:	Allison Carlil	Email: hedcarl@uky.edu	Phone: 257-7763
* Responsible Faculty ID (if different from Contact):	Douglas Appler	Email: douglas.appler@uky.edu	Phone: 257-6411

d. \* Requested Effective Date:  Semester following approval OR  Specific Term/Year <sup>1</sup> Spring 2014

e. Should this course be a UK Core Course?  Yes  No

If YES, check the areas that apply:

<input type="checkbox"/> Inquiry - Arts & Creativity	<input type="checkbox"/> Composition & Communications - II
<input type="checkbox"/> Inquiry - Humanities	<input type="checkbox"/> Quantitative Foundations
<input type="checkbox"/> Inquiry - Nat/Math/Phys Sci	<input type="checkbox"/> Statistical Inferential Reasoning
<input checked="" type="checkbox"/> Inquiry - Social Sciences	<input type="checkbox"/> U.S. Citizenship, Community, Diversity
<input type="checkbox"/> Composition & Communications - I	<input type="checkbox"/> Global Dynamics

**2. Designation and Description of Proposed Course.**

a. \* Will this course also be offered through Distance Learning?  Yes <sup>4</sup>  No

b. \* Prefix and Number: HP 101

c. \* Full Title: Historic Preservation: How the Past Informs the Future

d. Transcript Title (if full title is more than 40 characters): Historic Preservation

e. To be Cross-Listed <sup>2</sup> with (Prefix and Number):

f. \* Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours<sup>3</sup> for each meeting pattern type.

<input type="text" value="3"/> Lecture	<input type="text"/> Laboratory <sup>1</sup>	<input type="text"/> Recitation	<input type="text"/> Discussion
<input type="text"/> Indep. Study	<input type="text"/> Clinical	<input type="text"/> Colloquium	<input type="text"/> Practicum
<input type="text"/> Research	<input type="text"/> Residency	<input type="text"/> Seminar	<input type="text"/> Studio
<input type="text"/> Other	If Other, Please explain:		

g. \* Identify a grading system:

Letter (A, B, C, etc.)

Pass/Fail

Medicine Numeric Grade (Non-medical students will receive a letter grade)

Graduate School Grade Scale

h. \* Number of credits: 3

i. \* Is this course repeatable for additional credit?  Yes  No

If YES: Maximum number of credit hours: \_\_\_\_\_

If YES: Will this course allow multiple registrations during the same semester?  Yes  No

j. \* Course Description for Bulletin:

An introduction to the theory and practice of historic preservation in the Commonwealth of Kentucky and beyond. The approach will be through an interdisciplinary lens, including architecture, interiors, history, urban planning, archaeology, geography, economic development, and community engagement. Lectures, readings, discussion, and field observations. (3 cr.)

k. Prerequisites, if any:

l. Supplementary teaching component, if any:  Community-Based Experience  Service Learning  Both

3. \* Will this course be taught off campus?  Yes  No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. \* Course will be offered (check all that apply):  Fall  Spring  Summer  Winter

b. \* Will the course be offered every year?  Yes  No

If No, explain:

5. \* Are facilities and personnel necessary for the proposed new course available?  Yes  No

If No, explain:

6. \* What enrollment (per section per semester) may reasonably be expected? 75-100

7. Anticipated Student Demand.

a. \* Will this course serve students primarily within the degree program?  Yes  No

b. \* Will it be of interest to a significant number of students outside the degree pgm?  Yes  No

If YES, explain:

Due to the interdisciplinary nature of the course, students from a wide variety of majors throughout the university should find this course to be of interest. It also provides an opportunity to learn about historic

8. \* Check the category most applicable to this course:

Traditional – Offered in Corresponding Departments at Universities Elsewhere

Relatively New – Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. \* Is this course part of a proposed new program?  Yes  No

If YES, name the proposed new program:

b. \* Will this course be a new requirement <sup>§</sup> for ANY program?  Yes  No

If YES <sup>§</sup>, list affected programs:

10. Information to be Placed on Syllabus.

a. <sup>f</sup> Is the course 400G or 500?  Yes  No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) *identical additional assignments by the graduate students; and/or* (ii) *establishment of different grading criteria in the course for graduate students.* (See SR

b.  \* The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable above) are attached.

<sup>§</sup> Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.  
<sup>¶</sup> The chair of the cross-listing department must sign off on the Signature Routing Log.

- In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, is two hours per week for a semester for one credit hour. (from SR 3.2.1)
- You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.
- In order to change a program, a program change form must also be submitted.

Rev 8/09

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