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SEP 12 2013

OFFICE OF THE
SENATE COUNCIL

1. General Information

1a. Submitted by the College of: DESIGN

Date Submitted: 4/10/2013

1b. Department/Division: Historic Preservation

1c. Contact Person

Name: Douglas R. Appler

Email: douglas.appler@uky.edu

Phone: (859) 257-6411

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

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

2b. Prefix and Number: HP 609

2c. Full Title: Urban Revitalization in the United States: History, Concepts, and Techniques

2d. Transcript Title: Revitalization

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: This course explores the idea of historic preservation as a tool for economic development. Students will critically reflect on the relationship between historic preservation and issues such as low income housing, poverty, and gentrification. It will also introduce students to the tools and techniques being used by preservationists, urban planners, private and non-profit developers, housing advocates, and others to promote the revitalization of economically distressed communities. These tools will include a variety of federal, state and local housing and economic development programs, the National Trust for Historic Preservation's Main Street Program, and basic real estate decision-making tools that can be applied in both historic and non-historic contexts. Prerequisites: Enrollment in program or consent of instructor.

2k. Prerequisites, if any: Enrollment in program or consent of instructor.

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?: 8-12

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: Yes

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

If Yes, explain: [var7InterestExplain]

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|MASPEA3|Michael A Speaks|HP 609 NEW Dept Review|20130410

SIGNATURE|HDSAWD|A Whiteside-Dickson|HP 609 NEW College Review|20130415

SIGNATURE|ZNNIKO0|Roshan N Nikou|HP 609 NEW Graduate Council Review|20130711

HP 609: Urban Revitalization in the United States: History, Concepts, and Techniques

University of Kentucky College of Design
Spring Semester, 2013
Location: TBD

Instructor: TBD
Office: TBD
Office Hours: TBD
Email: TBD
Office Phone: TBD

Course Description:

This course explores the idea of historic preservation as a tool for economic development. Students will critically reflect on the relationship between historic preservation and issues such as low income housing, poverty, and gentrification. It will also introduce students to the tools and techniques being used by preservationists, urban planners, private and non-profit developers, housing advocates, and others to promote the revitalization of economically distressed communities. These tools will include a variety of federal, state and local housing and economic development programs, the National Trust for Historic Preservation's Main Street Program, and basic real estate decision-making tools that can be applied in both historic and non-historic contexts.

Overview:

The purpose of this course is to provide students with an understanding of the historical and social context for modern efforts to "revitalize" disinvested urban areas while also introducing many of the tools and techniques used by preservationists, urban planners, private developers, community organizations, local government, and private citizens to promote the revitalization of economically distressed neighborhoods and communities. The course will challenge some of the normative assumptions that often underlie revitalization efforts, using case studies of communities that have succeeded by shrinking rather than expanding, or that have sought to accomplish revitalization without displacing those most in need. We will use the experience of the Over the Rhine neighborhood of Cincinnati as a major case study, because of its rapid transformation and the range of issues it presents. This course will combine the discussion of readings, lectures, guest lectures, and field trips to bring life to the concepts introduced in class.

Expected Learning Outcomes: By the end of the course, students will:

- Demonstrate their understanding of the history of urban revitalization efforts in the United States
- Demonstrate their familiarity with some of the social issues surrounding the process of revitalization
- Understand how specific tools and programs work and when they should be applied.
- Recognize the need to critically evaluate the success or failure of particular revitalization tools

Course Structure:

The course is broken into two sections. The first section of the course will focus on providing a historical and theoretical background for urban revitalization efforts in the United States. The second section will explore the use and application of different tools frequently applied to urban revitalization. The class will take several field trips to explore and evaluate firsthand the effects of different approaches to neighborhood revitalization.

Absences

Attendance will be taken each class session. If you have to miss a class, email me or let me know beforehand. You are permitted two excused absences. Beyond this, each absence will result in a 25% reduction in your participation grade. Any student missing more than one-fifth (1/5) of the scheduled course sessions (excused or unexcused) will be asked to withdraw from the course. For this course, one-fifth of the scheduled course sessions shall be six (6) absences.

Accommodations

If you have a documented disability that requires academic accommodations, please see me as soon as possible. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Grading:

Throughout the term, grades will be assigned to completed projects. Projects will receive a letter grade and verbal or written comments.

Letter grades shall be understood to represent:

A – Assigned to work completed substantially above the final expectation for the studio level. Work represents **exceptional** integration of design issues in relation to the design problem. Work relies upon both consideration of relevant analysis and original design ideas to jointly support design decisions. (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 studio level. Work demonstrates **strong** integration of design issues in relation to the design problem. Work shows consideration of relevant analysis to support design decisions. (U.S.R. 5.1.1: “Represents a high achievement as a result of ability and effort.”)

C – Assigned to work completed at the **below average** expectation for the studio level. Work represents **minimal** integration of design issues. Work does not exhibit significant or strong solutions to design criteria or analysis. (U.S.R. 5.1.1: “Represents unsatisfactory achievement for graduate students and is the minimum passing grade for which credit is given.”)

I – U.S.R. 5.1.3.2: “A grade of I (Incomplete) may be assigned to a graduate student if a part of the work of a course remains undone and there is a reasonable possibility that a passing grade will result from completion of the work. All Incompletes must be replaced by a regular final letter grade within 12 months of the end of the academic term in which the I grade was awarded.”

Letter grades shall be understood to translate mathematically as follows:

A	100 – 90%
B	89.9 – 80%
C	79.9 – 70%
F	69.9% and below

Unless previous arrangements have been made with the instructor, late assignments will not be accepted. Late assignments will be penalized one letter grade per day.

All grades and scores will consider the **completion** of the stated assignment objectives and requirements, design analysis considerations, and the **execution** of the submitted assignment. While the 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.

Academic Integrity

Plagiarism will not be tolerated. In brief, this means that the work you turn in for this class must be written by you and not by someone else. When including information obtained from other sources, you must specifically acknowledge those sources. For a more detailed discussion of plagiarism, visit the following website: <http://www.uky.edu/Ombud/Plagiarism.pdf>.

Grades:

Response Piece for *Rough Road to Renaissance* (20%)

Response Piece for *Changing Plans for America's Inner Cities (Relating Miller to earlier readings and to your thoughts on Over the Rhine)* (20%)

Response Piece for *Revitalizing Main Street* (20%)

Real Estate Proforma assignment (10%)

Final Exam (Take home essay) (20%)

Participation (present and asking questions) in class and on field-trips (10%)

Response Pieces

The response pieces should be between 3 and 4 pages in length, and should be seen as an opportunity for you to reflect on what you see as the most important, valuable, or significant ideas found in the book. Relate the readings to something in your own experience, and to other elements of your education. Do not just tell me what the books said – make connections and share your thoughts about what you’ve read.

Required Texts:

Jon C. Teaford, *The Rough Road to Renaissance: Urban Revitalization in America, 1940-1985* (Baltimore, MD: Johns Hopkins University Press, 1990).

Andrew L. Dono, Linda S. Glisson, *Revitalizing Main Street: A Practitioner’s Guide to Comprehensive Commercial District Revitalization* (Washington, DC: National Trust for Historic Preservation, 2009).

Zane L. Miller, *Changing Plans for America’s Inner Cities: Cincinnati’s Over the Rhine and Twentieth Century Urbanism* (Columbus, OH: Ohio State University Press, 1998).

Course Content

Tuesday, January 15: Introduction to Course, Initial discussion of what “Revitalization” means, distribution of *Rough Road to Renaissance* by Teaford
Readings: None

Tuesday, January 22: Urban Revitalization - a late 19th and early 20th Century approach to late 19th and early 20th Century problems... Jacob Riis, Jane Addams, Daniel Burnham, the City Beautiful movement, the beginning of modern City Planning profession, Creation of Zoning, Public Housing Strategies in early 20th century

Readings: Teaford, Chapters 1-3

Platt, Harold L. (2000) “Jane Addams and the Ward Boss Revisited,” *Environmental History* 5 (2): 194-222.

Reps, John R. *The Making of Urban America: A History of City Planning in the United States*, (Princeton, NJ: Princeton University Press, 1965): 497-525.

O’Donnell, Edward T. (2004) “Pictures vs. Words? Public History, Tolerance, and the Challenge of Jacob Riis,” *The Public Historian* 26 (3): 7-26.

Tuesday, January 29: Problems of the Post-WWII era, proposed solutions (Federal Housing Act of 1949 and the dawn of the Urban Renewal era, “Slum Clearing” process, Housing Act of 1954, Impact of Urban Renewal on nation’s cities, Discriminatory lending and its effects, Popular response to Urban Renewal

Readings: Teaford, Chapters 4-6

Jackson, Kenneth T. (1980) "The First Quarter Century of Government Intervention in the Housing Market," *Records of the Columbia Historical Society, Washington, DC*, 50, 431-451.

Tuesday, February 5– In-Class Discussion of Rough Road to Renaissance; What comes after Urban Renewal? National Historic Preservation Act, the U.S. Department of Housing and Urban Development (HUD), Model Cities Program. The rise of Community Development Corporations

Readings: Teaford, Chapters 7, 8

Gans, Herbert J. "The Failure of Urban Renewal," in James Q. Wilson, ed. *Urban Renewal: The Record and the Controversy* (Cambridge: MIT Press, 1966)

Arnstein, Sherry R. (1969) "A Ladder of Citizen Participation" *Journal of the American Planning Association*, 35: 4, 216-224.

Assignment Due: Response piece for Teaford

Tuesday, February 12 – Current Federal Revitalization Programs (Community Development Block Grant, Low Income Housing Tax Credit, HOPE VI, HOME, New Market Tax Credit, Historic Preservation Tax Credit) **Tentative guest lecture by Lynn Travis Littrell, Executive Director of HUD's CDBG program for Kentucky***

Readings: Begin reading Miller.

Galaster, George C. (2008) "Longer View: U.S. Housing Scholarship, Planning and Policy since 1968: An Introduction to the Special Issue," *Journal of the American Planning Association*, 74: 1, 5-16.

Marcuse, Peter, (1997) The Enclave, the Citadel and the Ghetto: What has changed in the Post-Fordist U.S. City? *Urban Affairs Review*, 33 (2): 228-264.

Tuesday, February 19: Historic Preservation and Poverty: What is the nature of this relationship? How is gentrification defined in this context, and how is preservation defined? Can poverty and preservation co-exist? If so, how? If not, is that an acceptable price?

Readings: Keep reading Miller.

Zukin, Sharon (1987) "Gentrification: Culture and Capital in the Urban Core," *Annual Review of Sociology* 13: 129-147.

Hackworth, Jason and Neil Smith, (2001) "The Changing State of Gentrification," *Economische en Sociale Geografie*, 92 (4): 464-467.

Mirabal, Nancy Raquel (2009) "Geographies of Displacement: Latina/os, Oral History, and the Politics of Gentrification in San Francisco's Mission District," *The Public Historian* 31 (2):7-31

Tuesday, February 26: Gentrification/Preservation/Economics Continued...

Guest Lecture by Jeff Fugate, Executive Director of the Lexington Downtown Development Authority

Readings:

Listokin, David et al. (1998) "The Contributions of Historic Preservation to Economic Development and Housing," *Housing Policy Debate*, 9 (3): 431-478.

Smith, Neil, (1998) "Comment on David Listokin, Barbara Listokin and Michael Lahr's "The Contributions of Historic Preservation to Economic Development and Housing: Historic Preservation in a Neoliberal Age," *Housing Policy Debate* 9 (3): 479-485

Werwath, Peter, (1998) "Comment on David Listokin, Barbara Listokin and Michael Lahr's "The Contributions of Historic Preservation to Economic Development and Housing." *Housing Policy Debate*, 9(3): 487-495.

Tuesday, March 5– ** Tentative** Field Trip to Over the Rhine – Meet with 3CDC, Larry Harris (City Conservator), and Over-The-Rhine Community Housing

Readings: Continue reading Miller.

Thomas, June M. "Targeting Strategies of Three Detroit CDCs," in Margaret Dewar, June Manning Thomas, eds. *The City After Abandonment*, (Philadelphia: University of Pennsylvania Press, 2012) p.197-224 (on reserve).

Tuesday, March 12– How to Read and Use a Real Estate Proforma

Readings:

Norman G. Miller and David M. Geltner, *Real Estate Principles for the New Economy* (Southwestern Educational Publishing, 2004), Chapter 14.

Assignment Due: Response piece relating Miller, Teaford and the theory readings to your trip to Over the Rhine. Generally, what issues does 3CDC seem to be addressing most aggressively? What do you think of the approach to revitalization being used in this neighborhood? Do you see any problems, omissions, misdirected efforts, missed opportunities? If so, what are they and how should they be addressed?

Tuesday, March 19 – Spring Break

Tuesday, March 26 – Real Estate Proformas Continued - Using a proforma to understand the value of combining Historic Preservation Tax Credits, Low Income Housing Tax Credits, or New Market Tax Credits.

Readings:

Donovan Rypkema, *The Economics of Rehabilitation* (Washington, DC: National Trust for Historic Preservation, 2003): 1-24 (on reserve)

Assignment Due:

Completed Auburn Floors Real Estate Assignment

Tuesday, April 2– The Main Street Program: Organization and Economic Restructuring:

Principles of Strategic Management and how to conduct a Step by Step Market Analysis

Readings: Dono and Glisson, p. 1-102 (don't worry, there are lots of pictures in this book)

Tuesday, April 9 – The Main Street Program: Design and Promotion – Class Trip to Bellevue (I will drive). Meet with Main Street Director Jodi Robinson.

Readings: Dono and Glisson, p. 103-220

Tuesday, April 16 – “Right Sizing” cities, Land Banking

Readings:

Cara Bertron and Donovan Rypkema, *Historic Preservation and Right-Sizing: Current Practices and Resources Survey*, Place Economics, May 2012.

U.S. Department of Housing and Urban Development, Office of Policy Development and Research, “Revitalizing Foreclosed Properties with Land Banks” August 2009.

Laura Schatz, “Decline-Oriented Urban Governance in Youngstown, Ohio,” in Margaret Dewar and June Manning Thomas, eds. *The City After Abandonment* (Philadelphia: University of Pennsylvania Press, 2012) p. 88-103. (on reserve)

Assignment Due:

Response piece for Dono and Glisson

Tuesday, April 23 – Business Improvement Districts, Tax Allocation Districts, Tax Increment Financing, Economic Effects of Historic District Designation

Readings:

Symes, Martin and Mark Steel, “Lessons from America: The Role of Business Improvement Districts as an Agent of Urban Regeneration,” *Town Planning Review*, 74 (3): 301-313.

Ellen, Ingrid Gould et al. “The Impact of Business Improvement Districts on Property Values: Evidence from New York City,” *Brookings-Wharton Papers on Urban Affairs* (2007): 1-39.

Briffault, Richard. “The Most Popular Tool: Tax Increment Financing and the Political Economy of Local Government.” *University of Chicago Law Review*, 77 (1): 65-95.

Final Exam (Take home) distributed

Final Exam Due TUESDAY APRIL 30 at 8:00 AM!!!