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 615

2c. Full Title: American Settlement Patterns: History of Land Development

2d. Transcript Title: American Settlement Patterns

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: A graduate seminar that explores the traditions, policies, practices and regulations that dictate the form of the built environment in the United States, from colonial times to the present, in rural, suburban, and urban contexts. Prerequisite: Enrollment in program or consent of instructor.

2k. Prerequisites, if any: Prerequisite: 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: Fall,

   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: Traditional – Offered in Corresponding Departments at
Universities Elsewhere,

   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 615 NEW Dept Review|20130410

SIGNATURE|HDSAWD|A Whiteside-Dickson|HP 615 NEW College Review|20130415

SIGNATURE|ZNNIKO0|Roshan N Nikou|HP 615 NEW Graduate Council Review|20130711

SIGNATURE|HDSJTO|Jeannine T Omohundro|HP 615 NEW Approval Resent to College|20130822

SIGNATURE|ZNNIKO0|Roshan N Nikou|HP 615 NEW Graduate Council Review|20130905

HP 615 – American Settlement Patterns: History of Land Development

University of Kentucky College of Design
Fall Semester, 2013; 3 credit hrs.
Location: TBD
Meeting Time: TBD

Course Instructor and Office Hours
Instructor: TBD
Office: TBD
Office Phone Number: TBD
Email Address: TBD
Office Hours: TBD

Course Description

A graduate seminar that explores the traditions, policies, practices and regulations that dictate the form of the built environment in the United States, from colonial times to the present, in rural, suburban, and urban contexts. Prerequisite: Enrollment in program or consent of instructor.

Overview
This course will explore different settlement patterns that define the built environment in rural, urban, and suburban contexts, and it will identify the major forces that have shaped the American landscape from colonial times to the present. Each environment will be explored in terms of "generations." For example, the streetcar suburbs of the late 19th century are vastly different from the endless sprawling developments of the 1950s and 60s, and those mid-century suburban communities have very little in common with today's efforts to build mixed use and conservation subdivisions within modern metropolitan regions. The course will be team-taught by three faculty members, each with a different background and way of viewing and understanding the landscape. For each of the three themes, students will be required to write one 7-10 page paper explaining how Lexington, and the surrounding Bluegrass region, reflects any of the concepts raised in the discussions from that theme.

Part I: Rural Development Patterns
In the first segment of the course, lectures will center on exploring rural development patterns in the United States. This content will include the legal processes by which "new" land was claimed, distributed, taxed, and used by its owners, and it will continue to explore how federal and local policies have shaped the buying, selling, and use of land in rural areas from colonial times to the present. Lectures and readings will also explore how settlement patterns varied as a result of the types of industry and agriculture that defined that particular region. The effects of technological advances on rural settlement patterns, including the impact of canal systems, railroads, and the interstate highway system will be discussed. An examination of social forces

including the role of race, ethnicity and culture in determining the shape of rural settlements will be an important focus.

Part II: Urban Development Patterns

In the second segment of the course, students will learn about the settlement of cities in the United States. Again, going back to the colonial period, students will explore how the goals and expectations of regulations such as the Spanish Laws of the Indies (codified in 1573), and similar royal edicts determined the shape of colonies, how the need to engage in industry and commerce steered early planning efforts, how resource availability shaped (and continues to shape) urban areas, and how the shift to zoning and development regulations resulted in the separation and hyperconcentration of residential, commercial and industrial uses.

Part III: Suburban Development Patterns

In the third segment of the course, students will learn to view suburbia with new eyes... We will cover a range of content that begins with early streetcar suburbs, includes the ideas of the regional planners of the 1920s and 30s, the explosion of the suburbs in the 1940s and 50s, the next wave of planned communities in places like Reston, VA and Columbia MD, and conclude with the present-day focus on new urbanism, conservation subdivisions and polycentric regional cities. This will include discussion not only of the laws and regulations that made these "in between" spaces, but will also try to identify the goals of their builders, and the societal problems that these urban forms are meant to solve.

Student Learning Outcomes

Upon the satisfactory completion of this course, students will:

- Demonstrate understanding of the pressures and forces facing the people who developed the built environment that we now seek to preserve.
- Discuss historic buildings and landscapes from the perspective of the regulations, of the era in which they were built.
- Demonstrate their ability to see the built environment as always in flux, and as a product of social forces
- Demonstrate an understanding of the urban, suburban and rural built environment that will allow students to make a more informed evaluation of the context and integrity of historic sites and buildings and landscapes.

Course Schedule

TBD

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.

Course Requirements

This course will meet once per week, and classes will consist of lectures, reading discussion, and site visits. To the greatest extent possible, we will use local examples to illustrate the content of the lectures.

Policies:
Academic Integrity
Plagiarism will not be tolerated. In the process of academic study for this course, all assignments shall include appropriate bibliographic citations for quoted text, paraphrased concepts, and graphic images. Students are referred to the *Chicago Manual of Style* for standard bibliographic citation formats. For a more detailed discussion of plagiarism, please visit the following website: http://www.uky.edu/Ombud/Plagiarism.pdf.

Accommodation
If you have a documented disability that requires academic accommodation, please see me as soon as possible during scheduled office hours, in order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resorce Center (Room 2, Alumni Gym, 859-257-2754, email address jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Attendance
Attendance at all course sessions is mandatory. Students are required to be present during class meetings. Instructor-student, student-student, and student-group interactions are essential for the design learning experience.

University Senate Rule 5.2.4.2 defines acceptable excused absences as:
- Serious illness;
- 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.

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.

Final grades for this course will be calculated by weighing assignment grades as follows:

Part I: Rural Development Patterns Paper   (details in handout)   25%
Part II: Urban Development Patterns Paper (details in handout)   25%
Part III: Suburban Development Patterns Paper (details in handout)   25%

Participation   25%

Participation:
    Each student is expected to attend all classes, to contribute meaningfully to group work, to ask thoughtful questions, and to be respectful of your classmates and future colleagues. This is worth 25% of your final grade.

Required Texts:
Readings will be selected from the following sources:

Rural Development Patterns
D. W. Meinig, *The Shaping of America: A Geographical Perspective on 500 Years of History.* Volume I: Atlantic America, 1492 – 1800 (1986); volume II: Continental America, 1800-1867 (1993); volume III: Transcontinental America, 1850-1915 (1998); volume IV: Global America, 1915 – 2000 (2004). Yale University Press.

John Stilgoe, *Common Landscape of America, 1580-1845.* Yale University Press, 1982.

John Fraser Hart, *The Rural Landscape.* The Johns Hopkins University Press, 1998.

Thomas McIlwraith and Edward K. Muller, eds., *North America: The Historical Geography of a Changing Continent.* 2nd edition: Rowman and Littlefield Publishers, inc., 2001.

John Reps, *The Making of Urban America,* 2nd edition: Princeton University Press, 1992.
William Cronon, *Nature's Metropolis: Chicago and the Great West,* W.W. Norton and Co. 1992.

Urban Development Patterns
Richard C. Wade, *Urban Frontier: The Rise of Western Cities, 1790-1830.* Harvard University Press, 1959; Illini Books, 1996.

Lisa C. Tolbert, *Constructing Townscapes: Space and Society in Antebellum Tennessee.* The University of North Carolina Press, 1999.

Dell Upton, *Another City: Urban Life and Urban Spaces in the New American Republic.* Yale University Press, 2008.

Eran Ben-Joseph and Terry Szold (eds.) *Regulating Place: Standards and the Shaping of Urban America.* Routledge. 2005.

Howard P. Chudacoff and Judith E. Smith, *The Evolution of American Urban Society.* Prentice Hall, 2000.

Peter Hall, *Cities of Tomorrow, Oxford University Press,* 1988

Larz T. Anderson, *Planning the Built Environment* Planners Press, 2000.

Suburban Development Patterns
Dolores Hayden, *Building Suburbia: Green Fields and Urban Growth, 1820-2000* Pantheon Books, 2002.

Ann Forsyth, *Reforming Suburbia: The Planned Communities of Irvine, Columbia and the Woodlands,* University of California Press, 2005.

Kenneth T. Jackson, Crabgrass Frontier: The Suburbanization of the United States, Oxford University Press, 1985

Sam Bass Warner, Streetcar Suburbs: The Process of Growth in Boston, 1870-1900, Harvard University Press, 1962

Marc Linder and Lawrence Zacharias, Of Cabbages and Kings County: Agriculture and the Formation of Modern Brooklyn, University of Iowa Press. 1999.

Peter Calthorpe, *The Regional City,* Island Press, 1999.

Course Content
Week 1:   **Rural Settlement: Colonial Patterns**
Week 2:   **Rural Settlement: Early 19th Century**
Week 3:   **Rural Settlement: Late 19th Century**
Week 4:   **Rural Settlement: Early 20th Century**
Week 5:   **Rural Settlement: Late 20th Century and the Modern Era**
Week 6:   **Urban Settlement: Colonial Patterns**
Week 7:   **Urban Settlement: Early 19th Century**
Week 8:   **Urban Settlement: Late 19th Century**
Week 9:   **Urban Settlement: Early 20th Century**
Week 10:   **Urban Settlement: Late 20th Century and the Modern Era**
Week 11:   **Suburban Settlement: Colonial patterns**
Week 12:   **Suburban Settlement: Early 19th Century**
Week 13:   **Suburban Settlement: Late 19th Century**
Week 14:   **Suburban Settlement: Early 20th Century**
Week 15:   **Suburban Settlement: Late 20th Century and the Modern Era**