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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 617

2c. Full Title: Historic Preservation Planning

2d. Transcript Title: Historic Preservation Planning

2e. Cross-listing:

2f. Meeting Patterns

STUDIO: 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 historic preservation planning. Projects will introduce students to a variety of preservation planning tools, including neighborhood historic resource surveys, the creation of historic districts, the development of design guidelines, and the mapping of historic resources among others. The course will focus on historic sites and structures within Kentucky. Individual and team projects will involve interaction with local government, planning and preservation groups. Class meets for three (3) hours per week. 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?: Yes

If YES, list affected programs: Master's Degree in Historic Preservation

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 617 NEW Dept Review|20130410

SIGNATURE|HDSAWD|A Whiteside-Dickson|HP 617 NEW College Review|20130415

SIGNATURE|ZNNIKO0|Roshan N Nikou|HP 617 NEW Graduate Council Review|20130711

# HP 617 – Historic Preservation Planning

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*University of Kentucky College of Design  
Fall Semester, 2013  
Conference Room, 100 Bowman Hall  
Course Time: TBD*

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

## **Course Description:**

An introduction to historic preservation planning. Projects will introduce students to a variety of preservation planning tools, including neighborhood historic resource surveys, the creation of historic districts, the development of design guidelines, and the mapping of historic resources among others. The course will focus on historic sites and structures within Kentucky. Individual and team projects will involve interaction with local government, planning and preservation groups. Class meets for three (3) hours per week. Prerequisite: Enrollment in program or consent of instructor.

## **Overview:**

In Historic Preservation Planning, students learn the tools and techniques needed to navigate the political and bureaucratic environment that determines how historic sites are identified, documented, protected and used. They also learn how to present historical information so that it can be understood by the public in whose hands the fate of historic resources ultimately lie. To this end, this course will provide students with an opportunity to acquire and apply a variety of preservation planning skills. Because of cartography's ability to communicate complex information in a relatively straightforward fashion, the course will begin with basic instruction in the use of Geographic Information Systems (GIS) as applied in a historic preservation context. It will also provide students with an opportunity to draft language that can be included in a local zoning ordinance to create a new historic district. Further, students will be asked to develop a set of comprehensive design guidelines that walk historic property owners through the process of making appropriate changes to their property. This studio will allow students to gain a practical understanding of how to apply concepts learned in other courses, such as Historic Preservation Law, Documentation I and II, and American Architectural History I and II.

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

- Demonstrate the ability to use basic GIS skills in a historic preservation context
- Identify historic sites and develop an effective preservation strategy for those sites.
- Develop the skills needed to communicate preservation goals and objectives to the community at large.

**Course Structure:**

To allow for discussion, site visits, and application of concepts, the class will meet for one 3 hour period. During the "GIS" portion of the class, we will be meeting in the CAD lab in the basement of Pence Hall. When that portion of the class is over, we will meet in Bowman 100.

**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](mailto: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 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>.

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

<i>Part I: GIS for Preservationists</i>	25%
<i>Part II: Proposal for a Local Preservation District in Harrodsburg:</i>	25%
<i>Part III: Design Guidelines for College Street Historic District in Harrodsburg:</i>	25%
<i>Activity Journal</i>	15%
<i>Participation</i>	10%

#### **Part I: GIS for Preservationists**

In class, we will be doing 10 exercises from the Clemmer book to provide you with a basic understanding of ArcGIS 10, the most commonly used GIS software. Concurrent with the exercises, you will create a map, with 3-5 pages of supporting text (exclusive of illustrations), that applies your newfound mapping skills to document some aspect of the historic built environment within the city of Lexington. This might include an assessment of building types or styles found within a district. It might include a heritage trail route identifying particular sites of historical interest. You may be interested in mapping sites related to the city’s African American history, or in creating a map of

neighborhoods destroyed by Urban Renewal overlaid onto the modern city's street grid. Maybe you could create a map showing the characteristics of different historic neighborhoods based on Census data. I will have a list of possible topics identified at the beginning of the semester, but you are encouraged to think of other projects as well. Combined, the in-class and out-of-class exercises will be worth 25% of your grade. (Handout will be provided)

## **Part II: Proposal for a Local Historic Preservation Overlay District in Harrodsburg, KY<sup>1</sup>**

The City of Harrodsburg is home to several National Register Historic Districts, but only a small section of one of those National Register districts has been protected through local legislation. As you well know, local designation is what provides the “teeth” for the protection of historic resources. In Part II of this course, we will draft language that could be inserted into the zoning ordinance for the City of Harrodsburg, creating a local historic district that corresponds to the College Street National Register District. This should be a relatively short section of the course, but it will provide you with a better understanding of how the different parts of the local preservation framework fit together. It should also give you the background necessary for Part III. This section of the course, including participation in the trip to Harrodsburg, the related out-of-class exercises, and in-class work will be worth 25% of your grade. (Handout will be provided)

## **Part III: Design Guidelines for the College Street Historic District**

To accompany the overlay district, we will develop a set of design guidelines for the College Street Historic District. These guidelines will help property owners and the city's architectural review board to determine the appropriate course of action when considering modifications to the exterior of contributing buildings, and when considering the size, form, and style of new construction. This will also be a group project, and will also be worth 25% of your grade. (Handout will be provided)

## **Activity Journal**

Throughout the semester, I would like you to document the work that you put into your projects. This is as simple as documenting the dates when you worked on a class project and describing the work that you did. If you met as a group, let me know what you worked on and how the tasks were divided. If you worked individually, tell me what you were doing. This does not have to be an in-depth reflective journal, but at the end of the semester, I would like to be able to read your journal and know how much energy you put into the class compared to your peers. This will be worth 15% of your final grade.

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<sup>1</sup> This component of the course will change each year as new local preservation opportunities present themselves. The project may consist of developing historic resource inventories, assisting with the developing the preservation component of a nearby city's comprehensive plan, developing design guidelines for a historic district, developing interpretive signage for a local heritage trail, or other locally oriented projects.

## **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 10% of your final grade.

## **Required Texts:**

**Gina Clemmer**, *The GIS 20 Essential Skills* (Redlands, CA: ESRI Press, 2010).

**Tim Ormsby et al.** *Getting to Know ArcGIS* (Redlands, CA: ESRI Press, 2010). **\*\*Optional\*\***

I am only putting "Getting to Know" on the syllabus because it comes with a 180 day trial version of GIS that you can use on your own, and because it goes into much greater depth on different tasks that we are not including as part of this course. But if you buy it, be sure to get a new version, or the software license might not work.

I will also typically post one or two readings on Blackboard per week. Those readings may include examples of relevant research or projects being carried out in other locations. When I do, please have them read by the date of the folder in which they are placed.

## **Course Content**

### **Week 1:**

**In-Class:** First day of class, introductions, explanation of syllabus, of course projects, etc... Introduction to GIS, how it can be applied to the work of a historic preservationist. Also, buy/find a USB drive where you can save your GIS data, and use this throughout the GIS portion of the course.

### **Week 2:**

**In-Class:** Exercises 1-4 in **Clemmer**. If you finish early, begin working on exercise 5. Email me a pdf version of your completed maps or tables when completed.

**Assignment:** Outside of class, visit the neighborhood that you will be exploring with your map. Begin to document the features and characteristics that will be identified in your map. This might be through photographs, sketches, archival research, historic maps, conversations with residents, etc... Anything that can help to explain what you are mapping and why. By the beginning of class, I want you to have emailed me a description of the map or maps you will be preparing for your project.

## **Readings:**

**Donald A. Debats and Ian N. Gregory**, (2011) "Introduction to GIS and the Study of Urban History." *Social Science History* 35 (4): 455-463.



### **Week 3:**

**In-Class:** Exercises 5-7 in **Clemmer**. Email me a pdf of your completed maps or tables when completed. If you finish early, begin working on Exercise 8. Email me a pdf version of your completed maps or tables when completed.

**Assignment:** Begin to develop the map of your neighborhood. At this point you should be able to download basic information from the US Census Bureau (TIGER/Line shapefiles), and you should be able to make a street map of Lexington (and therefore of your neighborhood). Additional shapefiles that may be of use will be posted on Blackboard.

### **Week 4:**

**In-Class:** Exercises 8, 9, and 11 in **Clemmer**. Email me a pdf of your completed maps or tables when completed. If you finish early, work on your neighborhood map.

**Assignment:** Continue working on your neighborhood maps.

### **Readings:**

**Dora Konstantinidis**, (2011) "GIS for Managing the Analysis and Protection of Archaeological Remains in the Willandra Lakes World Heritage Area." *Archaeologia Oceania* 44: 112-118.

### **Week 5:**

**In-Class:** Use class time to work on your maps.

**Assignment:** Continue working on your neighborhood maps.

### **Readings:**

**J.T. Harvey** (2003) "Locating the Eureka Stockade: Use of a Geographical Information System (GIS) in a Historiographical Research Context." *Computers and the Humanities* 37 (4): 229-234

### **Week 6:**

**In Class:** Presentation of your maps to rest of class (preferably in Powerpoint form), and to other students and faculty in the HP program (and others in College of Design, if interested).

**Assignment: Finish preparing your maps.** Turn in your final neighborhood map, with 3-5 pages of text explaining the map's purpose, findings, or other points of interest. Include any supporting documentation (photographs, etc...) that will help to explain your map.

#### **Week 7:**

**In Class:** Lecture – Local Historic Preservation Districts, and relationship between the Comprehensive Plan, the Historic Preservation Element of the Comprehensive Plan, and the City of Harrodsburg Zoning Ordinance

**Assignment:** On the Blackboard site, you will find the preservation-related documents for several different Kentucky cities. You will each choose one of these cities in class. The documents will include the Comprehensive Plan, the Zoning Ordinance section that pertains to historic districts, and you will see the design guidelines for at least one of those districts. Read the documents for your city and provide a 3-5 page summary and analysis. What do the guidelines include, what do they exclude, are they as strong as you had thought they would be? Are the documents clear on what the homeowner is expected to do? On what the design review board is expected to do? How do you think they could be better?

#### **Week 8:**

**In Class:** Tour of Harrodsburg and of the College Street National Register District.

**Assignment:** Take lots of photos of contributing structures, and of non-historic buildings that have been successfully integrated into the neighborhood fabric. Remember to take pictures that emphasize attributes that you will want to see perpetuated in new construction or additions (i.e. roof shapes, styles of front porches, window arrangements, patterns that you see repeating themselves as you look down the street, building setbacks, lot sizes, etc...) Don't take pictures of "bad" buildings or examples. Our purpose is not to single people out for ridicule, and we won't be including that kind of picture in our final product...

Pool all of the photos together in one Dropbox folder so that everyone can access them.

#### **Readings:**

**Shantia Anderheggen,** (2010) "Four Decades of Local Historic District Designation: A Case Study of Newport, Rhode Island" *The Public Historian* 32 (4): 16-32

#### **Week 9:**

**In-Class:** Workshop. Using the “model” zoning ordinances and development regulations, and the language and shape of the Harrodsburg Zoning Ordinance as a guide, determine the changes that must be made to Section 7 of the Harrodsburg Zoning Ordinance in order to formally establish the College Street Historic District. The goal for the day will be to come to agreement on the final text of the amendments we will be making to the Harrodsburg Zoning Ordinance. One student will volunteer to type the final version.

**Readings:**

**Tad Heuer**, (2007) “Living history: How homeowners in a new local historic district negotiate their legal obligations,” *The Yale Law Journal*, 116 (4):768-822

**Week 10:**

**In Class** – Begin work on the Design Guidelines. While the language in a zoning ordinance is law, and there are certain requirements about what must be included, design guidelines offer a bit more flexibility and opportunity for creative thought. As a group, discuss the organization and content of the five sets of Kentucky design guidelines discussed earlier in the semester, as well as the new examples that have been added to the list available on Blackboard. Based on this conversation, determine what content to include in our own design guidelines. Determine how best to divide the necessary tasks – research, writing, illustrations, formatting, etc... Assign each proposed section to a student.

**Assignment:** Review the design guidelines posted on Blackboard and take notes on the organizational schemes and content that you find to be the most effective.

**Readings:** Several new sets of design guidelines have been posted to Blackboard under today’s date. Please read and become familiar with each.

**Week 11:**

**In Class:** Reports from each student on progress made thus far. Use class time to work on your section

**Assignment:** Keep working on your section

**Week 12:**

**In Class:** Second trip to Harrodsburg (if necessary) to take additional photos, visit local library or county clerk’s office for any necessary supporting documentation. If the class feels that it does not need this trip, we will simply use class time to work on the document.

**Assignment:** Keep working on your section

**Week 13:**

**In Class:** Peer Editing Session

*Each student will have been working on a different part of the design guidelines document. Today we will be reviewing each other's work and making helpful suggestions and comments to make sure that the final document is something that we can all be proud of. Emphasis is on the word "helpful."*

**Assignment:** Bring a "final" draft of your section with you to class, ready to have it marked up by your peers. Remember, you should be reading this from the perspective of a confused homeowner. Does the language used help to lessen that person's confusion?

**Week 14:**

**In Class:** Turn in final sections of Design Guidelines. One student will be put in charge of assembling and formatting the final document. Use class time to begin preparing powerpoint presentation for City of Harrodsburg. One person will be put in charge of assembling the different completed sections of the powerpoint presentation into one coherent file.

**Assignment:** Finalize your section of the Design Guidelines and email it to me before class. I will send the completed section to the student who volunteers to be the "formatter."

**Week 15:**

**In Class:** In-class review of final document as prepared by the "formatter." Dry-run of presentation to be given to Harrodsburg.

**Assignment:** Work outside of class to make sure that the individual who is in charge of assembling the powerpoint sections has time to assemble the document prior to class.

**Week 16:**

Presentation of Design Guidelines and Zoning Ordinance Amendments to City of Harrodsburg.

**Final Exam: No Final Exam**