Equity Preservation and Planning Workshop: Mapping Connections between the Built Environment and Just Communities

Images courtesy of the Preservation Green Lab and City of Austin.

Syllabus version 1/20/2017
**Rationale/Course Overview**

Equity has been a transformative concept for urban planning, particularly since Norman Krumholtz’s ground-breaking work in Cleveland (Krumholtz and Forester, 1990; Zapata and Bates, 2015). Equity is also integral to models of sustainability (Campbell, 1996); however, it is often overshadowed as compared to the environment and economy (Oden, 2009). A premise of this workshop is that equity should be a priority for sustainability initiatives related to historic preservation, land use planning, and continued use and adaptive reuse of the built environment. This workshop foregrounds the link between preservation and building reuse that serves low income, disadvantaged, and historically under-represented communities. We will continually relate this back to ideas of sustainable, resilient, and just cities.

A primary focus of our efforts will be:

1) to research connections between national preservation and building reuse policy and local communities, especially with regard to community development and land use planning, and

2) to fully utilize and ground truth mapped indicators and conduct spatial analyses that utilizes the expanding universe of publicly available data on the built environment and social and economic data.

Our partners in this endeavor will be the Preservation Rightsizing Network and the Preservation Green Lab, which is the research wing of the National Trust for Historic Preservation. We will aid these the organizations in exploring spatial indicators that can help map the connections between reuse of the built environment and just communities. In addition, we will work with Preservation Buffalo Niagara as a local partner. In readings, we will explore these connections in the context of both rapidly growing and legacy communities. **In practice, we will focus on analysis in Buffalo, New York.** Student mapping teams will
organize around specific geographic areas and topics and will be responsible for articulating and implementing a research plan related to these themes and presenting it to our organizational partners.

Course Learning Objectives

Preservation Objectives:
- Interconnectedness of Planning and Preservation: develop an understanding of how planning and preservation are intertwined and how they relate to social justice, equity, and sustainability
- Preservation in a local and national context: understanding of the ways in which preservation aids community at the local level and how it works, as well as an understanding of national preservation policy in the U.S.

Planning Accreditation Board (PAB) Objectives
- Purpose and Meaning of Planning: appreciation of why planning is undertaken by communities, cities, regions, and nations, and the impact planning is expected to have.
- Plan Creation and Implementation: integrative tools useful for sound plan formulation, adoption, implementation, and enforcement.
- The Future: understanding of the relationships between past, present, and future in intervention to influence the future.
- Governance and Participation: appreciation of the roles of officials, stakeholders, and community members in planned change.
- Sustainability and Environmental Quality: appreciation of natural resource and pollution control factors in planning, and understanding of how to create sustainable futures.
- Growth and Development: appreciation of economic, social, and cultural factors in urban and regional growth and change.
- Social Justice: appreciation of equity concerns in planning.
- Quantitative and Qualitative Methods: data collection, analysis and modeling tools for forecasting, policy analysis, and design of projects and plans.

Course Format, Classroom Policies, and Procedures

This course is a 4-credit workshop. This is a demanding course that will facilitate opportunities to develop and build upon the MRP and MA coursework. We will delve deeply into critical preservation and planning issues to aid our partner organizations. Students will be expected to fully participate in class discussions, faculty and partner-directed activities, and work independently and collaboratively in teams to achieve individual and collective objectives. Travel to Buffalo, New York at least two times over the semester will be expected.

Course Requirements:
1. Class attendance and participation policy:
Teamwork – You will be expected to participate in a team project. The best work is typically the outcome of regularly scheduled meetings and active and cooperative team work. Your teammates will be asked to evaluate your participation and this will be figured into participation and assignment grades.

2. Course readings:

   All readings are posted to Blackboard. Additional books on related topics have been placed on reserve at the Fine Arts Library. Check Blackboard for full list.

3. Students who complete this workshop course will earn 4 credits.

4. Field Trip – Students will participate in organizing and attending a field trip to Buffalo. Additional trips will be organized by students in teams. A grant from Engaged Cornell is expected to cover most of the cost of the field trips. Students may need to cover the cost of their own food during trips.

5. Laptops - You may bring a laptop to class; however, do not use for unrelated e-mail checking, social media, or other irrelevant and distracting tasks. These will count against your participation grade.

**Evaluation/Grades** will be based on the following assignments (see also detailed discussion of assignments at end of syllabus.

- Individual Equity Preservation Project 30%
- Final Team Report + Presentation 30%
- Contributions to Class Report/Fulfillment of Class Project Facilitation role 30%
- Attendance/Activity preparedness and participation/Preparatory Mini-assignments 10%

All of the above evaluations will include course participation grades based on active participation, attendance and self/peer/faculty assessments. In class, we will regularly share our progress, seminar style.

**Academic Integrity**
All of your work should be consistent with Cornell’s Code of Academic Integrity, available here: [http://cuinfo.cornell.edu/Academic/AIC.html](http://cuinfo.cornell.edu/Academic/AIC.html). Your work must be your own. When you use a map, photograph, or diagram from another source or when you quote text, you must provide a reference to the artist or author.

**Accommodations for students with disabilities**
Note from Instructor: I encourage you to contact me early on if you have concerns or if there is anything I can do to accommodate and support you in this class. If you have a disability-related need for reasonable academic adjustments in this course, please provide an accommodation notification letter from Student Disability Services as soon as possible. A notification letter should be provided within the first two weeks of the semester or from the occurrence of an injury or illness. I would like to invite you to set up a meeting with me to discuss needed accommodations in a confidential environment. If you have not done
so already, I encourage you to meet with Student Disability Services for disability verification and determination of reasonable accommodations.

**Tentative Course Schedule**

The contents of this syllabus may shift throughout the semester to enhance learning objectives and outcomes and respond to unforeseen circumstances. If changes are made in the readings or assignments, this information will be communicated as early as possible.

**Week 1 - Class Overview, Introducing Partners, Concept Mapping**

*Thursday, January 25th*

In class activity: Introductions to Michael Powe and Cara Bertron, virtually

Required readings:
- [The Atlas of ReUrbanism](Link on Blackboard) (Link on Blackboard)
- [The Atlas of ReUrbanism: Buildings and Blocks in American Cities](Blog post link on Blackboard)

**Week 2 - Preservation and Equity in Legacy Cities**

*Tuesday, January 31*

Due: Sign up to lead reading or resource discussion.
In-class activities: Begin research and field trip planning, begin forming teams.

Required Readings
- Partnership for Public Good Readings. Talking Proud: Telling Buffalo’s Stories (on blackboard)
Thursday, February 2

In class activity: Be prepared to discuss equity. Bring discussion questions and notes.

Required Readings

- Taylor, Henry Louis Jr. (2016, November 15) *Latte City or Just City? Will Blacks Rise or be Forgotten in the New Buffalo?* Belt Publishing.
- *This Atlas of Racial Equity Just Keeps Getting Better*.
- *National Equity Atlas*. Read especially *Overview, Background, Data and Methods, Our Team, and Resources*

**Week 3 – Preservation Rightsizing and Older Smaller Better in Buffalo**

Tuesday, February 7

Due: Bring Discussion questions about Preservation Green Lab and Preservation Rightsizing Network to class with you and post on Blackboard

In-class Activity: Skype meeting with Cara Bertron and Mike Powe

Readings due:

- Action Agenda for Historic Preservation in Legacy Cities – Preservation Rightsizing Network
- *Download and Read the Older, Smaller, Better Full Report and skim the Tucson report*
- Bliss, Laura. (2017) *Mapping the Value of Neighborhood 'Character'*. 

Thursday, February 9

In class activity: ReUrbanism Webinar

Readings due:
- See Map for Rehab Impacts in Greater Cleveland 2009-2015. Then go to Reports and download Full report and read pages 1-33.

### Week 4 – Community Stories, Assets; Diversity and Inclusion;

**Tuesday, February 14**

**Required Readings:**
- Tony Lee. Cultural Diversity in Historic Preservation: Where We Have Been, Where We Are Going
- Motor City Mapping and Detroit Blight Task Force Readings.

**Thursday, February 16**

Due: Come prepared to discuss the Partnership for Building Reuse Report you read and compare in conversation with other students

**In-class activities:**
- CoStar training with Patrick Wayne
- Teams begin to identify Buffalo Districts of Interest based on preliminary Preservation Green lab results

**Required Readings:**
- Select a Partnership for Building Reuse report and sign up to read it. Read one report and be prepared to share and compare in class.

### Week 5 – Expanding Preservation beyond Monuments, Present Limits

**Tuesday, February 22 – no class, February break**

**Thursday, February 23**

**Due:** Memo to professor/class: policy proposal for individual project. Your plan for researching a policy tool and/or programs, writing case studies about places it has been applied, and thinking about its application in Buffalo.
Required Readings:

FIELD TRIP TO BUFFALO
FRIDAY and SATURDAY – FEB 24-25

Week 6 – Vibrant and Sustainable Commercial buildings and districts; Immigrant Entrepreneurialism; Industry Future and Past

Tuesday, February 28

Required Readings:

Thursday, March 2

Required readings:
- Read and think about Small scale manufacturing and building rehab/reuse: https://smartgrowthamerica.org/work-with-us/apply-for-our-free-technical-assistance/small-scale-manufacturing/

Week 7 – Gentrifier vs. Preservation as Gentrification Neutralizer; Preservation for Affordable Housing Protection and Production
Tuesday, March 7

Required readings:
- See the Urban Displacement Portal.

Thursday, March 9

Required readings:

**Week 8 – Resilience + Energy Efficiency and Building Stock**

Tuesday, March 14

Required readings:
- Building Community Resilience through Historic Preservation Douglas Appler & Andrew Rumbach. *Journal of the American Planning Association*
- Energy-Efficient Reuse of Existing Commercial Buildings Clinton J. Andrews, David Hattis, David Listokin, Jennifer A. Senick, Gabriel B. Sherman & Jennifer Souder

Thursday, March 16

- Class and Team work sessions

**Weeks 9 - 10 – Work sessions**

Tuesday, March 21 & Thursday, March 23

- Class and Team work sessions

Tuesday, March 28
• First draft of individual policy chapter due by class time. Must be shared on Blackboard with the rest of the class.

Thursday, March 30
• Class and Team work sessions

SPRING BREAK

Week 11 – Work sessions

Tuesday, April 11
• Class and Team work sessions

Thursday, April 13
• Present progress on individual chapters and team reports to Cara Bertron (in person) and Mike Powe (via Skype) comments, advice.

Week 12-13 – Work sessions

Tuesday, April 18 & Thursday, April 20
Tuesday, April 25 &
• Class and Team work sessions

Thursday, April 27th
• Turn in draft individual chapter for Prof. Minner feedback.

Week 14 – Work Sessions to Prep for Final Presentations

Tuesday, May 2
• Teams exchange drafts of neighborhood/district report for review.

Thursday, May 4
• Practice presentations

Week 15

Tuesday, May 9 will be rescheduled due to American Planning Association conference. Likely date later in the week or following week. Final presentation to Partners.
Final Class Document(s) to be submitted to Blackboard by Monday, May 15 at midnight.
Additional Details on Assignments

The following is a guide to give you an idea of what assignments will entail in this workshop. More guidelines and information will be provided throughout the semester to help you navigate and successfully complete them.

Individual work

- Each student will work on an individual policy report, in coordination with the rest of the class that will become a chapter in the class’ joint report on Equity Preservation Opportunities. This aim of this work is to:

  **Research, assess, and develop policy recommendations related to strengthening building reuse and supporting equity and social justice**

Each individual student will conduct research focused on a topic related to equity and social justice. Students will research related policy tools and equity preservation related to their selected topic that have been developed by other communities across the U.S. and around the world that relate to building reuse, preservation, and equity.

The aim is for research to feed a class plan that will: Assess the impact of potential policies and programs and share assessments about its application with community-based organizations and city officials in Buffalo. As a class, the outcome will be to develop concrete, feasible policy proposals for strengthening equity and social justice through preservation and building reuse.

Research Team work

Students teams of 4-5 students will select a neighborhood or district based on the preliminary work of the Preservation Green Lab and in consultation with Preservation Buffalo Niagara.

Each team will:

1. **Collect and analyze additional data related to vacancy, business characteristics, urban / architectural design characteristics, other aspects of the built environment, etc.**
   a. Using CoStar data, windshield surveys, and city-specific datasets, explore additional dependent and independent variables in the relationship between characteristics of the built environment and the vitality and performance of the city/neighborhood.

2. **Assess barriers and solutions associated with building reuse in a specific neighborhood**
   a. Help to interview or hold a focus group with non-profit and for-profit real estate developers, community leaders, professionals working in finance and banking industries, and planning professionals. Focus conversations around the financial, regulatory, technical, and market barriers to building reuse in Buffalo and in the specific neighborhood or district. Distill these barriers into a concise document and share with
the focus group before holding a second conversation focused on opportunities for overcoming the barriers.

Teams will complete a team report, which will be shared with the rest of the group and integrated into the final class product.

Class as a whole

At the end of the semester, a Final Report is due that collates the chapters on policy tools as well as the team reports described above. The class may also determine that it is better to create two separate documents: 1) an equity preservation policy analysis and 2) Preservation Opportunities and Barriers in Buffalo’s neighborhoods. Either approach is fine, but all individual and team chapters must be represented. **Due May 15.**

IX. Additional Resource Readings/Sites

*Buffalo-specific*

City of Buffalo. GIS Maps section. [https://www.ci.buffalo.ny.us/Home/GIS_Maps_Section](https://www.ci.buffalo.ny.us/Home/GIS_Maps_Section) (see City of Buffalo HTML Property Viewer)

New York State GIS Clearinghouse [http://gis.ny.gov](http://gis.ny.gov). (Select data for Niagara County)


*Specialized Data resources*

CoStar
Commercial Real Estate database
The Nestle library has one Co-Star terminal that students may use when a librarian is present, usually Monday-Friday from 9am to 4:30pm.
E-mail Kelly LaVoice to schedule an appointment: kl734@cornell.edu

RSMeans
Database on Construction Costs
Available at Fine Arts Library and Nestle Library on dedicated terminals

Historic Tax Credit Resource Center

*Mapping Decline* Links to Historical GIS
[http://mappingdecline.lib.uiowa.edu/links/](http://mappingdecline.lib.uiowa.edu/links/)
Preservation and Planning

Meeks, Stephanie, with Kevin C. Murphy. (2016) The Past and Future City (On reserve at the Fine Arts Library).

Rightsizing Report

Rypkema, Donovan. Historic Preservation and Affordable Housing: The Missed Connection.

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