

University of Pennsylvania
Stuart Weitzman School of Design
Graduate Program in Historic Preservation
HSPV 703 401 CPLN 773 401

Topic Seminar-Studio
Spring 2022

URBAN REGENERATION IN THE AMERICAS

MAIN TOPIC

**“THE CONSERVATION AND DEVELOPMENT OF URBAN HERITAGE AREAS
UNDER TOURISM-RELATED DEVELOPMENT PRESSURES”**

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Overview

The research and practice of urban heritage preservation are responding to the growing consensus that heritage sites are key resources for the social and economic development of their communities. To this end, numerous city governments promote the adaptive rehabilitation of heritage buildings and public spaces for contemporary uses. One of the most frequently promoted use is tourism and in many historic centers is to date a dominant use.

The growth of tourism-related uses in heritage areas follow a common path. The historic and aesthetic values of historic centers and government interventions to preserve them in often under-used heritage areas attract new entrepreneurs and users. Market forces usually funnel visitors to urban heritage areas for short-term visits and cruise ship stopovers.

The expansion of tourism brings economic prosperity but also generates social conflicts. Tourism-related economic benefits to historic centers come from increased demand for goods and services but with periodic boosts and drops due to external events (hurricanes, pandemics, economic crisis). Common conflicts include the loss of a sense of place and belonging in the local population and the displacement of residents, traditional trades and ancestral practices, social and cultural institutions, and locally owned services and shops. The ensuing social tensions endanger the sustainability of the conservation effort. These are problems present in numerous historic centers, several included in UNESCO’s World Heritage List. Managing these processes presents a complex governance challenge that requires the integrated use of the analytical and operational tools of heritage preservation and urban development.

The analysis of tourism-related pressures in urban heritage areas and the design of effective interventions to prevent or mitigate its worst effects are at the cutting edge of the research and practice of several disciplines notably: urban heritage conservation, city planning, urban design, and architecture, making this topic suited for a multi-disciplinary approach that would be of interest to graduate students in the different programs offered by the Weitzman School of Design.

Objectives and Learning Outcomes

The course allows graduate students to individually and collectively explore the causes, consequences, and possible solutions to tourism-induced problems in historic centers.

After completing this course, the students will have had an interdisciplinary experience that allowed them to use the skills and knowledge acquired at Penn Design in their fields of study to:

- Identify and understand:
 - conservation and development issues encountered in urban heritage sites.
 - social and market forces behind the problems confronted by historic centers as a result of the rapid development of dominant activities like tourism.
- Be capable of proposing policy, planning, and design solutions to the issues identified using:
 - The skills and knowledge acquired in their Programs of origin.
 - The knowledge about good planning and design practices in urban heritage preservation and development gained in the course lectures, the study of the relevant literature and the analysis of cases discussed collectively in the seminar component.
 - The hands-on experience gained in the field study component of the course (see Methodology below).
- Develop the capacity to cooperate creatively with fellow students coming from different fields of academic research or professional practice.

Methodology

The contents of the course are presented in three parallel streams of work structured to support each other: lectures, seminar discussions, and field study.

1. The *Lectures* introduce concepts and existing knowledge related to integrating the urban heritage in the social and economic development process of communities and the state of knowledge concerning the impacts of tourism in historic centers.
2. The *Seminar* section allows the students to examine selected issues and policies aimed at conserving the heritage and managing mass tourism in historic centers based on available literature on relevant cases. The work will focus on problems commonly faced by cities in the Global South but retaining a global view.¹
3. In the *Field-study* section students will be able to pursue their research, planning, or design interests in the historic center of San Juan, Puerto Rico under the patronage of *Escuela Taller de Conservación y Restauración del Patrimonio Histórico* de Puerto Rico (Workshop-School for the Conservation and Restoration of Puerto Rico's Cultural Heritage). After the visit to San Juan—that will take place on the Spring Break week of the semester—the students will cooperate in completing the analysis of the selected problems and in developing proposals for addressing them.

The workload of the course will be always consistent with its 1-CU nature.

Lectures

The Lectures cover an ample scope of issues related to the recent evolution of the study and practice of urban heritage conservation and its full integration into the planning and management of cities with an

¹ The seminar work will benefit from the knowledge accumulated in previous versions of the course that analyzed conservation and development issues in the UNESCO's World Heritage historic centers of Quito and Cuenca in Ecuador, and Cartagena de Indias in Colombia. The documents reporting the results of these experiences are available to the students on the School's Internet Site.

emphasis on the social and equity problems posed by the rapid development of tourism. They provide a context for the students to research topics of their interest in the seminar and field-study workstreams.

Seminar

The Seminar section allows students to contribute to the debate based on the results of their desk research activities on matters related to the impact of mass tourism in historic centers that fit their career's interest. The students will choose from the cases and topics proposed by the lecturer or can propose other topics or cases whose acceptance will depend on the class interest and the lecturer's approval.

Students are expected to work in teams of 2 and make a short presentation to the class on their topic of interest and actively participate in the seminar discussions of all the presentations.²

The assignment of this section is a short paper synthesizing the findings and conclusions of the teamwork. Papers should not exceed 5,000 words or approximately 15 pages (font size 11 at 1.5 space) The papers are due on Tuesday March 22, 2022.

Field-study Section

The students will conduct fieldwork on the topics of their interest in the historic center of San Juan in Puerto Rico. The students can choose the type of fieldwork they prefer. Options include:

1. research on key issues.
2. policy proposals.
3. urban planning proposals.
4. program development proposals.
5. urban design interventions.
6. proposals for the adaptive rehabilitation of heritage buildings or public spaces, or
7. other types of solutions to the issues analyzed.

The Field-study work will be completed in teams of 2 students preferably with complementary backgrounds. Back in Philadelphia the students—with the guidance of the lecturer and in conversation with the rest of the class—will develop the findings of the field activities.

The results of the fieldwork will be presented in the format best suited to the topic (written report, maps, drawings, or combinations of these media). The final versions of the reports are due on Thursday, May 5, 2022, for a final review with external participants after a class full review of the drafts on Thursday, April 28th.

Final Report

After the final review of the Field Work Section, the class will cooperate in producing a final report synthesizing the findings of the seminar work and the results of the fieldwork. The document will be submitted to the counterparts in Puerto Rico as a contribution to their conservation work.

Assignments

The course requires the completion of two assignments:

² Linked to the course 2020 activities in Cartagena de Indias, Colombia, the students will participate in a Seminar discussion with students from the Heritage Conservation Program of the Universidad Jorge Tadeo Lozano in Cartagena concerning the impacts of mass tourism on the availability of affordable housing in the Historic Center. The students will contribute the knowledge gained in the Seminar Section to the case study analysis conducted in Cartagena by the Tadeo University students. This discussion is intended as an input for the fieldwork in San Juan whose historic center is facing similar issues.

1. Seminar paper.
2. Report with the results of the Field Study.

Grading

Grades will be based on the following criteria:

1. Attendance and class participation: 15% of the grade. Minimum attendance for grading is 80% of the sessions; participation in the field trip to San Juan, Puerto Rico is mandatory.
2. Paper based on the analysis and discussions conducted in the Seminar: 35% of the grade.
3. Results of the field study: 50% of the grade.

Academic Integrity

“Since the University is an academic community, its fundamental purpose is the pursuit of knowledge. Essential to the success of this educational mission is a commitment to the principles of academic integrity. Every member of the University community is responsible for upholding the highest standards of honesty at all times. Students, as members of the community, are also responsible for adhering to the principles and spirit of the following Code of Academic Integrity.”

Please read the *Code of Academic Integrity* available at:

<https://next.catalog.upenn.edu/pennbook/code-of-academic-integrity/>

Course hours

The class will meet on Tuesdays from 1:45-4:45 PM divided into two periods of 1 hour 20 minutes each with a recess of 20 minutes. The lecturer will be available for 1 hour after lecture time for individual or team consultation meetings. The sessions will be devoted to lectures, seminar dialogues, and fieldwork discussions as described in the Class Schedule. The students will conduct fieldwork in San Juan, Puerto Rico during the Spring break (March 7-14, 2022).

Class Schedule

| Week | Date | Topic |
|------|---------------|--|
| 1 | January 18 | Course presentation. Lecture 1: Urban heritage conservation and urban regeneration in the Global South: approaches and challenges Seminar 1: Presentation of the topics for the seminar work. The challenges of high impact economic activities in historic centers. |
| 2 | January 25 | Lecture 2: The convergence of urban and heritage conservation principles and methodologies and interventions to turn the urban heritage into a development tool: policy, planning, and design. Lecture 3: Gentrification in urban heritage areas: market forces, social impacts, government responses. Seminar 2: Selection of seminar topics, presentation to the class of group objectives and method of analysis. |
| 3 | February 1 | Lecture 4: The impacts of mass tourism, a review of international cases. Lecture 5: Integrating urban heritage conservation into city development management: the governance challenge. Seminar 3: Progress report on Seminar work |
| 4 | February 7-11 | Travel week (no session) |
| 5 | February 15 | Seminar 4: Student presentations of seminar work |
| 6 | February 22 | Seminar 5: Managing tourism impacts on residents: a debate about Cartagena (see footnote 2) |

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| 7 | March 1 | Field Study 1: Presentation of the case study for the Historic Center of San Juan, Puerto Rico. Field Study 2. Discussion of issues and potential topics for the fieldwork. |
| 8 | March 7-11 | Spring break. Field trip to San Juan, Puerto Rico |
| 9 | March 15 | Field Study 3: Discussion of findings from the field trip. Lecture 6: Advanced topics 1 (topics relevant to the fieldwork in San Juan) |
| 10 | March 22 | Field Study 4: Review of progress on field study work Lecture 7: Advanced topics 2 (topics relevant to the fieldwork in San Juan) Seminar Papers are due. Submit in Juno folder and by Email to Lecturer. |
| 11 | March 29 | Field study 5: Review of progress on field study work Lecture 8: Advanced topics 3 (topics relevant to the fieldwork in San Juan). |
| 12 | April 5 | No session: student independent work, the lecturer will be available for consultation. |
| 13 | April 12 | Field study 6: Full review of progress on field study work (teams 1, 2 and 3). Field study 7: Full review of progress on field study work (teams 4, 5 and 6). |
| 14 | April 19 | No session: student's independent work, the lecturer will be available for consultation. |
| 15 | April 26 | Final review of study work. |
| 16 | May 3 | Presentation of the final report and course evaluation with external guests. |