Proposal for a New Course

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: Art History

2. Course Number and Title: **HPCP418-001: Historic Preservation Law**
   Number of Credits: 1
   Total hrs/week: 3
   **This class will only meet for half a semester**

   Lecture: □ Lab: □ Recitation: □ Seminar: ✓

   For Independent study courses:
   Research: □ Field experience: □
   Clinical Practice: □ Internship: □
   Practicum: □ Independent Course Work: □

3. Semester and year when course will first be offered: Spring 2011

4. Catalog Description (please limit to 50 words):
   **This course provides an introduction to Historic Preservation Law. The emphasis will be on the laws and regulations commonly used by consultants and practitioners. Some Case Law will be covered but not to the same extent provided in a course for training preservation attorneys.**

5. Check if appropriate: Humanities: □ Social Science: □ (meets minimum degree requirements)
   Check if appropriate: □
   This course will be cross listed with: n/a
   Rationale for cross listing: n/a
   Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

5. Prerequisites (or other restrictions):
   **None**

6. Rationale/justification for course (consider the following issues):
   
   a) What are the goals and objectives of the course?
      **To provide an introduction to Historic Preservation Law.**

   b) How does the course support the mission statement of the department and the organizing principles of the major?
      **Historic Preservation Law is essential to know for the purposes of**
Proposal for a New Course

practicing historic preservation.

7. a) For courses in the major, how does the course enhance the beginning, middle, or end of the major?
This class will provide the legal context for how historic preservation is conducted.

b) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines:
Students with interest in political science, economics, and the environment will also find this class beneficial due to overlapping subject matter.

8. a) Are other departments affected by this course? Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

n/a

b) Please explain overlap with any existing courses.
HPCP-420-001: Historic Preservation Law & Economics is already part of the Historic Preservation Program. The new proposed class will only cover the Law aspect of HPCP-420-001 for those students only interested in this part. This is also why the proposed new class would be only half a semester long and for only one credit.

9. Method of teaching:
Seminar discussion and lecture

10. a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course:
None forseen

b) Address potential shifts in staffing of the department as it relates to the offering of this course:
None are expected due to the precedent of HPCP-420-001: Historic Preservation Law & Economics.

c) Frequency of offering:
each fall: □  each spring: □
every two years: □  every three years: □
other □ (Explain): n/a

11. Requirements for additional resources made necessary by this course:

a) Staff:
No additional staff

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

b) Budget:
   *No additional expenses*

c) Library:
   *No additional expenses*

12. Paste syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory).
   **See attached**

13. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) ☑ yes ☐ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:
      **see attached**
Proposal for a New Course

14. Signature of Department Chair or Program Director:

Date: 8/23/10

15. Signature of Dean of School:

Date: 

16. Signature of Provost:

Date: 

17. Signature of Business Affairs Official

Date: 

18. Signature of Curriculum Committee Chair

Date: 

19. Signature of Faculty Senate Secretary:

Date Approved by Senate: 

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.
Historic Preservation Law, HPCP 418-001
Spring 2011

Date/Time: Monday and Wednesday, 2:00-3:15
Location: 292 Meeting Stret
Professor: Dr. Barry Stiefel
Email: stiefelb@cofc.edu
Office Hours: TBA, or by appointment
Office Location: 12 Bull Street

Course Description and Content:

This course provides an introduction to Historic Preservation Law. The emphasis will be on the laws and regulations commonly used by consultants and practitioners. Some Case Law will be covered but not to the same extent provided in a course for training preservation attorneys.

Note to students: This class is for one credit hour and will only meet for the first half of the semester. Please take HPCP 420: Historic Preservation Law & Economics if you seek a full semester, three credit class. HPCP 418 and HPCP 420 may not be taken together.

Class Texts:

The books for this class are divided between two locations. One is with Diane Miller, the Administrative Assistant of Historic Preservation at 12 Bull Street (Diane) and the other is at University Books Of Charleston (UBoC). You may also try ordering the books online at Amazon.com, Borders.com, etc. or checking your local library and/or Inter Library Loan (this is the cheapest option). Worldcat.org is a great place to check to see what local libraries have the books that you need as well as to conduct research for your assignments.

Required Law Books:
2. Miscellaneous websites and articles provided by me online on WebCT.

Optional Law Book:
Assignments & Grading:

All papers are to be double-spaced using a legible font (i.e. Times, Helvetica, Arial, etc.) at 12-points, have the standard one-inch margins on 8x11 inch paper (pictures and drawings in an appendix may be on 8x14 or 11x17). Proper citations must be used when appropriate in either Footnotes or Endnotes – the style is your discretion but must be standardized (i.e. Chicago, MLA, APA, etc.). Front matter (cover page, table of contents, etc.) and end matter (bibliography, appendix, glossary, etc.) are not included as part of the page counts for the papers.

30% Class Participation and Attendance: Each individual in the course will be expected to prepare for, attend, and participate in class. Within this class (for at least the law section) we will follow the chevruta method of study. The chevruta method involves studying the text and laws with a partner, and entails intense debate. ‘Intellectual intercourse’ is about the best metaphor for this method of study. The word chevruta comes from the Aramaic word friendship. You will form your Chevra (group) on the first day of class and it will comprise of two (2) people (I will allow one group of three if there is an odd number). Be sure to select your partner wisely. Your partner should be someone that you feel that you can learn from for you will be studying with inside and outside of class throughout the semester. In my opinion, the best partner is the friend who can challenge you the most.

Within your chevruta you will first review the assigned laws and readings outside of class. It is recommended that you do this together. Take a moment to discuss what you have just read so that you both are “on the same page” of understanding. You will then conduct some research to find a case study and will together write a mini-case study report (1-2 pages) related to the applicable law being discussed. You will then come to class prepared to share your understanding of the assigned laws and readings as well as how they were applied in the case study. Be sure to attempt to research a case study or find an aspect of the law(s) concept that is unique in order to avoid overlap with other groups.

The beginning of each class will start with a 5-10 minute chevruta session, which will give you an opportunity to briefly review what your group will share with the rest of the class. Be sure to get to class on time so that you don’t miss out on this opportunity. Following this, I will (usually) give a brief lecture covering the material for the day. After which, each group will share what they have learned with the rest of the class as well as submit their mini-case study report to me. The other students in the class will ask the presenting group questions about the material in order to facilitate inter-group learning. I will use these mini reports for grading class attendance and participation. It is advisable that you make an extra copy of the mini report to use for your own personal study for the final exam as well as take additional notes in class.

30% Preservation Law Midterm Paper: Choose one of the following options.

- **Major Court Case Paper and Presentation:** Each student will select from a list of major Supreme Court Cases related to Historic Preservation Law and will write a 5-7 page paper on the history, laws, issues, significance, and ramifications/outcomes of the court case. Please inform me of which court case you intend on researching. A list of the court
cases can be found on the Federal Historic Preservation Case Law website at http://www.achp.gov/book/TOC2.html. Each student will also give a brief presentation on the court case as well as provide each of the other students in the class with a one (1) page handout summarizing their research. The information covered from these papers and presentations will also be used on the final law exam. See class schedule for deadline.

- **State Historic Preservation Law Comparative Paper and Presentation**: Each graduate student will select another state’s (or territory – such as Puerto Rico, Guam, etc.) historic preservation laws to study outside of South Carolina. In this paper, which will be 5-7 pages in length, you will compare and contrast the historic preservation law and programs in the state you are researching with those in South Carolina as well as at the Federal level. A brief history on the origins of preservation law and practice in the state you are researching should also be included. You MUST inform me of your decision on which state you wish to research in order to avoid repetition, which will be reserved on a first-come first-serve basis. Each graduate student will also give a brief presentation on the state they have researched as well as provide each of the other students (including undergrads) in the class with a one (1) page handout summarizing their research. The information covered from these papers and presentations will also be used on the final law exam. See class schedule for deadline.

**40% Law Final Exam**: The Law final exam will take place during the middle of the semester and will serve as the equivalent to your midterm. Be sure to bring a Blue Book. You may use your notes, case study mini reports, and materials from the research papers for this exam.

<table>
<thead>
<tr>
<th>Grade Distribution</th>
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</thead>
<tbody>
<tr>
<td>100-95%</td>
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<tr>
<td>94-90%</td>
<td>A-</td>
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<tr>
<td>&lt;59%</td>
<td>F+</td>
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</table>

Please ask if you have questions or comments during the semester. I also reserve the right to make changes to the syllabus during the semester due to unforeseen circumstances.
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Proposed Class Schedule: (Using 2010 Calendar)

<table>
<thead>
<tr>
<th>Date</th>
<th>Subject/Event</th>
<th>Assignment(s) Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>Introduction &amp; Constitutional Issues</td>
<td><strong>Read in class:</strong> Syllabus, US Constitution (read and focus on the 5th Amendment), U.S. Constitution; Fifth Amendment – Grand Central Station, Spatial Criteria in Supreme Court Decisions on Preservation; The Police Power, Eminent Domain, and the Preservation of Historic Property, Grand Central Terminal and the New York Court of Appeals</td>
</tr>
<tr>
<td>Monday 11</td>
<td></td>
<td><strong>Read:</strong> Antiquities Act of 1906; National Park Service Organic Act, Section 1; Section 8; Mining in the National Parks Act of 1976, Section 9</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Hand-in:</strong> Mini-case study report</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Federal Preservation Laws</td>
<td><strong>Read:</strong> Legal Techniques for Preservation of Historic Property, Preface and Appendices 1-2 and Chapter 6 by King; <strong>Nothing due.</strong></td>
</tr>
<tr>
<td>13</td>
<td></td>
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<tr>
<td>Monday 18</td>
<td>MLK Day – No class</td>
<td><strong>Read:</strong> Historic Sites Act of 1935; National Trust for Historic Preservation Act; American Battlefield Protection Act of 1996; Abandoned Shipwreck Act of 1987</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Hand-in:</strong> Mini-case study report</td>
</tr>
<tr>
<td>Wednesday</td>
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<td><strong>Read:</strong> Native American Graves Protection Act and Repatriation Act; American Indian Religious Freedom Act; Archeological and Historic Preservation Act; Archaeological Resources Protection Act of 1979</td>
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<tr>
<td>20</td>
<td></td>
<td><strong>Hand-in:</strong> Mini-case study report</td>
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<tr>
<td>Monday 25</td>
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<tr>
<td>Date</td>
<td>Activity</td>
<td>Reading</td>
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<tr>
<td>Wednesday 27</td>
<td></td>
<td>Read: National Historic Preservation Act of 1966; Chapter 4 by King</td>
</tr>
<tr>
<td>February Monday 1</td>
<td></td>
<td>Read: Chapter 5 by King; Department of Transportation Act, Section 4(f); Intermodal Surface Transportation Efficiency Act of 1991; Public Buildings Cooperative Use Act of 1976; Americans with Disabilities Act of 1990; Federal Property and Administrative Services Act of 1949</td>
</tr>
<tr>
<td>Wednesday 10</td>
<td>Municipal and State Preservation Laws/ Presentations</td>
<td>Read: South Carolina Historic Preservation-related Laws <a href="http://shpo.sc.gov/laws/sclaws.htm">http://shpo.sc.gov/laws/sclaws.htm</a>; The Response of State Legislation to Historic Preservation; Historic Preservation Zoning Ordinance for the City of Charleston, South Carolina; Charleston Standards</td>
</tr>
<tr>
<td>Monday 15</td>
<td>Preservation Executive Orders/ Presentations</td>
<td>Read: E.O. 11593; Preserve America EO: E.O.13274; E.O. 13006; E.O. 13007; Appendix 3 by King</td>
</tr>
<tr>
<td>Wednesday 17</td>
<td>Presentations</td>
<td>Read: Chapters 1 and 3 by King</td>
</tr>
<tr>
<td>Monday 22</td>
<td>Presentations</td>
<td>Read: Chapters 7 and 8 by King</td>
</tr>
<tr>
<td>Wednesday 24</td>
<td>Preservation Ethics and the Law, Semester Review</td>
<td>Read: The Conservation of Immovable Cultural Property; Chapter 9 by King</td>
</tr>
<tr>
<td>March Monday 1</td>
<td>Law Final Exam</td>
<td>Read: Chapter 1 by Reynolds (optional)</td>
</tr>
</tbody>
</table>
Proposal for a New Course

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: **Art History**

2. Course Number and Title: **HPCP419-001: Historic Preservation Economics**
   Number of Credits: 1   Total hrs/week: 3
   *This class will only meet for half a semester*
   
   Lecture: ☐   Lab: ☐   Recitation: ☐   Seminar: ☒

   For Independent study courses:
   Research: ☐   Field experience: ☐
   Clinical Practice: ☐   Internship: ☐
   Practicum: ☐   Independent Course Work: ☐

3. Semester and year when course will first be offered:
   **Spring 2011**

4. Catalog Description (please limit to 50 words):
   *This course provides an introduction to Historic Preservation Economics. The emphasis will be on the aspects of economics commonly used by consultants and practitioners, including topics on heritage tourism, urban economic redevelopment, and historic property valuation.*

5. Check if appropriate: Humanities: ☐ Social Science: ☐ (meets minimum degree requirements)

   Check if appropriate: ☐
   This course will be cross listed with: n/a
   Rationale for cross listing: n/a
   Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

5. Prerequisites (or other restrictions):
   **None**

6. Rationale/justification for course (consider the following issues):

   a) What are the goals and objectives of the course?
   *To provide an introduction to Historic Preservation Economics.*

   b) How does the course support the mission statement of the department and the organizing principles of the major?
   *Historic Preservation Economics is essential to know for the purposes of*
Proposal for a New Course

practicing historic preservation.

7. a) For courses in the major, how does the course enhance the beginning, middle, or end of the major?
This class will provide the economic context for how historic preservation is conducted.

b) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines:
Students with interest in economics, business, and tourism will also find this class beneficial due to overlapping subject matter.

8. a) Are other departments affected by this course? Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.
n/a

b) Please explain overlap with any existing courses.
HPCP-420-001: Historic Preservation Law & Economics is already part of the Historic Preservation Program. The new proposed class will only cover the Economics aspect of HPCP-420-001 for those students only interested in this part. This is also why the proposed new class would be only half a semester long and for only one credit.

9. Method of teaching:
Seminar discussion and lecture

10. a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course:
There is the potential that the enrollment within the class could become more interdisciplinary due to students from economics, business, and tourism, because they are only interested in economics.

b) Address potential shifts in staffing of the department as it relates to the offering of this course:
None are expected due to the precedent of HPCP-420-001: Historic Preservation Law & Economics.

c) Frequency of offering:
each fall: ☑  each spring: ☒
every two years: ☐  every three years: ☐
other ☐(Explain): n/a

11. Requirements for additional resources made necessary by this course:

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

a) Staff:
   **No additional staff**

b) Budget:
   **No additional expenses**

c) Library:
   **No additional expenses**

12. Paste syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory).
   **See attached**

13. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) ☑ yes  ☐ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:
      **see attached**
Proposal for a New Course

14. Signature of Department Chair or Program Director:

Date: _________________

15. Signature of Dean of School:

Date: _________________

16. Signature of Provost:

Date: _________________

17. Signature of Business Affairs Official

Date: _________________

18. Signature of Curriculum Committee Chair

Date: _________________

19. Signature of Faculty Senate Secretary:

Date Approved by Senate: _________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.
Historic Economics, HPCP 419-001
Spring 2011

Date/Time: Monday and Wednesday, 2:00-3:15
Location: 292 Meeting Street
Professor: Dr. Barry Stiefel
Email: stiefelb@cofc.edu
Office Hours: TBA, or by appointment
Office Location: 12 Bull Street

Course Description and Content:

This course provides an introduction to Historic Preservation Economics. The emphasis will be on the aspects of economics commonly used by consultants and practitioners, including topics on heritage tourism, urban economic redevelopment, and historic property valuation.

Note to students: This class is for one credit hour and will only meet for the second half of the semester. Please take HPCP 420: Historic Preservation Law & Economics if you seek a full semester, three credit class. HPCP 419 and HPCP 420 may not be taken together.

Class Texts:

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Required Economics Books:
2. The Economics of Rehabilitation, by Donovan D. Rypkema, ISBN: n/a, (Diane).

Assignments & Grading:

All papers are to be double-spaced using a legible font (i.e. Times, Helvetica, Arial, etc.) at 12-points, have the standard one-inch margins on 8x11 inch paper (pictures and drawings in an appendix may be on 8x14 or 11x17). Proper citations must be used when appropriate in either Footnotes or Endnotes – the style is your discretion but must be standardized (i.e. Chicago,
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30% Research Paper Related to Historic Preservation Economics and Presentation: Each student will conduct a research paper on a topic related to Historic Preservation Economics of their choice. Your topic selection must be approved by me before commencing on your work. The paper must be 5-7 pages in length. Suggestions include public-private partnerships, the National Trust Main Street Program, the ‘Green’ perspective on Preservation Economics, etc. See class schedule for deadline.

40% Economics Final Exam: The Economics final exam will take place at the end of the semester and will primarily cover material from the second half of the class pertaining to economics. Be sure to bring a Blue Book. You may use your notes, case study mini reports, and materials from the research papers for this exam. This exam will take place on the last day of class.
Grade Distribution

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<tr>
<th>Percentage</th>
<th>Grade</th>
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<tr>
<td>≤59%</td>
<td>F+</td>
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<tr>
<th>Date</th>
<th>Activity</th>
<th>Reading Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday 4</td>
<td>Introduction to Preservation Economics</td>
<td>Read: Chapter 1-3 by Reynolds</td>
</tr>
<tr>
<td>Monday 8</td>
<td>Spring Break</td>
<td>Nothing to read or due</td>
</tr>
<tr>
<td>Wednesday 10</td>
<td>Spring Break</td>
<td>Nothing to read or due</td>
</tr>
<tr>
<td>Monday 15</td>
<td>Economic Development</td>
<td>Read: Chapter 1-3 by Rypkema; <em>Economic Development and Globalization in South Carolina</em></td>
</tr>
<tr>
<td>Wednesday 17</td>
<td>Public Policy &amp; Revitalization</td>
<td>Read: Chapters 4-5 by Rypkema; <em>The Economic Benefits of Historic Preservation in South Carolina</em></td>
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<td>Hand-in: Mini-case study report</td>
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<tr>
<td>Monday 22</td>
<td>Housing &amp; Business Districts</td>
<td>Read: Chapters 6-7 by Rypkema; <em>Historic Districts Are Good for Your Pocketbook</em></td>
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<tr>
<td>Wednesday 24</td>
<td>Tourism &amp; Building Economics</td>
<td>Hand-in: Mini-case study report</td>
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<td></td>
<td>Read: Chapters 8-9 by Rypkema; <em>The Economics of Preserving Historic Federal Buildings</em></td>
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<tr>
<td>Monday 29</td>
<td>Time and Place for Preservation Economics</td>
<td>Hand-in: Mini-case study report</td>
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<td>Wednesday 31</td>
<td>Cost &amp; Benefits</td>
<td>Read: Chapter 4 by Reynolds</td>
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<td>Hand-in: Mini-case study report</td>
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<td>April 5</td>
<td>Valuation Theory</td>
<td>Read: Chapter 5 by Reynolds</td>
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<td>Hand-in: Mini-case study report</td>
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<td>Wednesday 7</td>
<td>Sales Comparison Approach/</td>
<td>Read: Chapters 6-8 by Reynolds</td>
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<td>Cost Approach/Income Approach</td>
<td>Hand-in: Mini-case study report</td>
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<td>Monday 12</td>
<td>Reconciliation of Market Value</td>
<td>Read: Chapter 9 by Reynolds</td>
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<td>Wednesday 14</td>
<td>Preservation/Conservation Easements/</td>
<td>Hand-in: Mini-case study report</td>
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<td>Transfer (TDR) and Purchase (PDR) of Development Rights</td>
<td><a href="http://www.historiccharleston.org/preservation/how_covenants.html">Historic Charleston Foundation</a>; <a href="http://www.historiccharleston.org/preservation/how_covenants.html">Transfer of Development Rights</a>; <a href="http://www.historiccharleston.org/preservation/how_covenants.html">TDR Fact Sheet</a>; <a href="http://www.historiccharleston.org/preservation/how_covenants.html">TDR FAQ</a>; <a href="http://www.historiccharleston.org/preservation/how_covenants.html">South Carolina PDR</a></td>
</tr>
<tr>
<td>Monday 19</td>
<td>Preservation Tax Credit Laws and Loans/</td>
<td>Read: <em>Internal Revenue Code of 1986, Section 170(h); Internal Revenue Code, Section 47; The Federal Historic Preservation Tax Incentive Program; Historic Preservation</em></td>
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4
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Wednesday</td>
<td>Presentations</td>
<td>Low Interest Loan Program Hand-in: Mini-case study report, Research Paper Related to Historic Preservation Economics</td>
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<tr>
<td>Monday</td>
<td>Review/Presentations</td>
<td>Hand-in: Attend Board of Architectural Review / Historic Preservation Commission Meeting Assignment Due – May be submitted earlier if preferred!!!</td>
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<td>26</td>
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<tr>
<td>Wednesday</td>
<td>Economics/Final Exam</td>
<td>Economics Final Exam – Bring Blue Book</td>
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