FACULTY CURRICULUM COMMITTEE
SIGNATURE PAGE

- In section A, list ALL of the forms covered by this signature page. If your proposal is not listed in A, your proposal will be held back until we receive a new, updated signature page.
- You must obtain the signature of your department chair for all forms covered by this signature page.

A. FORMS COVERED BY THIS SIGNATURE PAGE. List each form by name, for instance, PSYC 383, Course Form; PSYC, Change of Major Form; PSYC, Change of Minor Form.

HPCP 215, Course Form
HPCP 280, Course Form
HPCP Change of Major Form

B. APPROVAL AND SIGNATURES.

1. Signature of Department Chair or Program Director:
   [Signature]
   Date: 2/19/13

2. Signature of Academic Dean:
   [Signature]
   Date: 2/20/13

3. Signature of Provost:
   [Signature]
   Date: 3/7/13

4. Signature of Business Affairs (only for course fees):
   [Signature]
   Date: ________________
   □ fee approved on _________
   □ BOT approval pending

5. Signature of Curriculum Committee Chair:
   [Signature]
   Date: ________________

6. Signature of Budget Committee Chair (only for new programs):
   [Signature]
   Date: ________________

7. Signature of Academic Planning Committee Chair (only for new programs):
   [Signature]
   Date: ________________

8. Signature of Faculty Senate Secretary:
   [Signature]
   Date: ________________

Date Approved by Faculty Senate: ________________
February 19, 2013

To the Curriculum Committee:

Attached are two New Course proposals, converting current Special Topics courses to regular roster catalog courses, as well as a change of major request including these new courses in the Historic Preservation and Community Planning (HPCP) major: one in ‘column B’ and the other as an elective.

Included are the following documents:

- Faculty Curriculum Committee Course Form for two new courses and syllabi
  - HPCP 215
  - HPCP 280
- Faculty Curriculum Committee Change/Delete Program Form
- HPCP Major Curriculum

Respectfully Submitted,

[Signature]

Robert Russell
Director, HPCP Program
FACULTY CURRICULUM COMMITTEE
COURSE FORM

Instructions:
- Please fill out one of these forms for each course you are adding, changing, deactivating, or reactivating.
- Fill out the parts of the form specified in part B. You must do this before your request can move forward!
- Remember that your changes will not be implemented until the next catalog year at the earliest.
- If you have questions, start by checking the instructions on the website. Please feel free to contact the committee chairs with any remaining questions you might have.

A. CONTACT/COURSE INFORMATION.

Name: Robert Russell           Phone: 953-6352           Email: russellr@cofc.edu
Department or Program: HPCP     School: SOTA
Subject Acronym and Course Number: HPCP 215

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

☐ Add a New Course (complete parts C, D, F, G, H, I, J, K)
☐ Change Part of an Existing Course (complete parts C, D, E, F, G, I, J, K)
  ☐ Course Number
  ☐ Course Name
  ☐ Course Description
  ☐ Credit/Contact Hours
  ☐ Restrictions (prerequisites, co-requisites, junior/senior standing, etc.)
☐ Deactivate an Existing Course (complete parts C, D, E, G, I, J, K)
☐ Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, I, J, K)

C. RATIONALE AND EXPLANATION. Please describe your request and explain why you are making it.

Converting a special topics course to roster catalog status.

D. IMPACT ON EXISTING PROGRAMS AND COURSES. Please briefly describe the impact of your request on other programs and courses. If another program requires the course, you must submit their written acknowledgement with this proposal. Also, the affected program must describe any change in the number of credit hours they require. Include a list of similar courses in other departments and explain any overlap.

None – this is already being taught as a special topics course.
E. EXISTING COURSE INFORMATION. If you are proposing a new course, just leave this blank. Otherwise, please fill out all fields.

Department: 
School: SOTA 
Subject Acronym: 
Course Number: 

Credit hours: lecture __ lab __ seminar __ independent study
Contact hours: lecture __ lab __ seminar __ independent study

Course title:

Course description (maximum 50 words, exactly as it appears in the catalog):

Restrictions (pre-requisites, co-requisites, majors only, etc.):
HPCP 199

Cross-listing, if any:

Is this course repeatable? □ yes ☑ no If yes, how many total credit hours may the student earn? ____

F. NEW COURSE INFORMATION. If you are deactivating a course, leave this blank. Otherwise, please fill out all fields. For changed courses, use **boldface** for the information that is changing.

Department: ARTH/HP CP
School: SOTA
Subject Acronym: HP CP
Course Number: 215

Credit hours: 3 lecture __ lab __ seminar __ independent study
Contact hours: 3 lecture __ lab __ seminar __ independent study

Course title: Researching Historic Properties

Course description (maximum 50 words, exactly as it appears in the catalog):
This course is designed to introduce research materials and skills applicable in the historic preservation field. Students will learn about the process of documenting properties, understanding their historical context, discussing their significance, and utilizing preservation terminology.

Restrictions (pre-requisites, co-requisites, majors only, etc.):
Pre-requisite HP CP 199

Cross-listing, if any (submit approval from relevant department):

Is this course repeatable? □ yes ☑ XX no If yes, how many total credit hours may the student earn? ____

Is there an activity, lab, or other fee associated with this course? □ yes ☑ XX no What is the fee? $_____

Page 2 of 4
Note: The Senate cannot approve new fees; Business Affairs will submit any such request to the Board of Trustees. The course can still be created, but the fee will not be attached until the Board has approved it.

If this is a newly-created course, is it intended to be the equivalent of an existing course?  □ yes  □ no
If so, which course? ______________
Note: You must deactivate that course by submitting an additional Course Form.

G. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

   None

H. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course!</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. #2 Students will develop research and documentation skills for the study of historic structures, landscapes and cultural heritage</td>
<td>Assessment by means of a final project measurement of specific skills and goals. All students in class to be assessed each time it is taught. 90% of students should achieve A or B ranking.</td>
</tr>
</tbody>
</table>

2.

3.

4.

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

This course is very important at an early period of a HPCP major’s progression. Skills imparted here will be useful for many subsequent courses. Content and skills are introduced and demonstrated.
I. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration? If so, please explain briefly and attach a Change Minor and/or Change Major/Program Form as appropriate.

HPCP 215 to become an option for "Column B" (two courses selected from the following list...) 

J. CHECKLIST. 

☐ I have completed all relevant parts of the form. 

☐ I have attached a cover letter that describes my request and lists all the documents I am submitting. 

☐ (For new courses only) I have attached a syllabus. 

☐ (For courses used in any way by other departments, including cross-listing) I have attached an acknowledgement from the relevant department. 

☐ (For courses intended to fulfill a Gen Ed requirement) I have submitted the proposal to the Gen Ed committee. 

☐ I have submitted one Signature Form that lists all of the different forms I am submitting.
Sleuthing the Past: Researching and Documenting Historic Properties

Professor: Christina Oberstar (Shedlock)
Course: HPCP-290-001, Spring 2012, Wed., 3-6p.m.
Contact information: croberst@cofc.edu; c.rae.oberstar@gmail.com, 843-469-9623
Office hours: 12 Bull, M 12:45-1:45

The Class: This course is designed to introduce research materials and skills applicable in the historic preservation field. Students will learn about the process of documenting properties, understanding their historical context, discussing their significance, and utilizing preservation terminology. The course lectures will also include a discussion of different types of building and historic site registries, such as the National Register of Historic Places.

Researching historic properties and knowing how to interpret the findings is an important aspect of historic preservation. In addition to learning about the property research process necessary for employment, this class will benefit students in preparing papers for other history and preservation courses, especially the senior paper requirement for graduation.

Topics to be covered include deed interpretation and chains of title, ward books and tax records, probate records, manuscripts, photographs, maps and plats, city directories, and similar sources for creating biographical sketches of owner/occupants of historic properties. The class will include lectures from guest speakers and several field trips to research facilities in Charleston.

Each student’s major project for the semester will be creating a history of a specified building assigned at the beginning of the semester. Throughout the semester, students will complete assignments utilizing different resources, which will be included in the appendices of the property history. The body of the report will include a description of the building, discussion of its historical context, history of development and alterations, and biographical sketches of owner/occupants of the building. Students will offer a ten to fifteen minute presentation on their property at the end of the semester.

Readings:
There are limited readings, since course work focuses on research, and there are no mandatory books to purchase. The following articles will be handed out or will be available on e-reserve, online, or at the reserve desk at Addlestone Library.
• J.B. Post, “Historical Map Research”, Library Trends (winter, 1981,) 439-451. (Available as a pdf online at www.ideals.illinois.edu/bitstream/handle/.../librarytrends29i3g_opt.pdf?...1.)
• “Charleston’s Hidden Historic District: residents of Hampton Park are gearing up to save their historic neighborhood.” Preservation Progress, (Spring, 2004,) 6-8. (On e-Reserve.)

Recommended reading:

Grading:
Class attendance, participation, and quizzes: 15%
Assignments: 35%
Presentation and Final Project: 50%

Class Policies:
• Late assignments will not be tolerated; it is important to turn in assignments on time so that they can be handed back, with corrections, for inclusion in the final project. One letter grade will be dropped for each day late.
• Attendance is necessary in order to be able to understand and complete assignments. Missing classes will adversely affect your grade. Students will be responsible for any missed material covered in class.
• Students must adhere to the College of Charleston’s Honor Code. Please refer to last page of syllabus for specific policies. Additional information can be viewed at http://jinn.people.cofc.edu/honorcode.pdf.
Course Outline:
January 9: Introduction to the course; discussion of course goals and expectations, final project, class field trips and sources. Buildings for the semester project will be assigned. Read National Register Bulletin for next class.

January 16: Part 1: Ward Books and City Directories Part 2: Explanation of how to analyze historic handwriting, with transcription examples and a chance to practice.

January 23: *Class will meet at South Carolina History Room, Charleston County Public Library, 68 Calhoun St. Discussion of sources available for property research, including maps, ward books, vertical files, census information, and directories.

January 30: Wills, inventories, and biographical sources/ Lesson on creating biographical sketches of owner/occupants. Quiz. Assignment #1 due: List of occupants from City Directories.

February 6: *Part 1: Class will meet at RMC (Register of Mesne Conveyances), O.T. Wallace Building, 101 Meeting St. Tour of facility and resources. Part 2: Reconvene in classroom for lecture on deed research and conducting a chain of title. Read Humphries article for next class.


February 20: Part 1: Maps and Plats: How to read Sanborn fire insurance maps, locate and interpret historic plats, and what maps are available locally. Part 2: guest speaker: Dr. Nicholas Butler will discuss property address changes, street renumbering in Charleston, and sources to determine new property addresses, and creative source material.

February 27: Part 1: *Class will meet at the South Carolina Historical Society, 100 Meeting St., where Mary Jo Fairchild will give a tour of the facility and discuss manuscripts and other resources in their collection. Assignment #3 due: Will transcription and biographical sketch for at least one owner/occupant. Part 2: Office hours at RMC office.

March 6: Spring break, no class.

March 13: Part 1: Context and neighborhoods: how to research and discuss the surroundings, historic aspects, context, and characteristics of the surrounding neighborhood for your property. Part 2: illustrated lecture on Hampstead neighborhood history; discussion of other research institutions and their collections. Read Coffin article for next class.

March 27: *Class will meet at the Avery Center, 125 Bull St.* Staff will provide a tour of the building and an overview of the materials in Avery’s holdings. Please bring specific questions about African American owners or occupants of your properties, as Avery’s focus is black history in the Low Country. **Read Sprinkle and Preservation Progress for next class. Assignment #4 due: physical description and maps.**

April 3: *Meet on the corner of Mary and Meeting Streets for a walking tour; reconvene in the classroom for lecture on how to assess the physical condition of the building/site and write the description section of a property history.*

April 10: **Quiz.** Discussion of proper citations and guidelines for presentations and the final report ‘Workshop day’ - Time will be allotted to discuss research concerns and questions about final project. **Assignment #5, Chain of Title, due.**

April 17: First day of presentations. Presentations are meant to evolve into a discussion of research methodology and findings. Students are required to attend all presentations.

April 24: Last day of presentations; **Final Paper due.**

**College of Charleston Honor Code and Academic Integrity**

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student’s actions are related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration--working together without permission-- is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others’ exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.
Instructions:
- Please fill out one of these forms for each course you are adding, changing, deactivating, or reactivating.
- Fill out the parts of the form specified in part B. You must do this before your request can move forward!
- Remember that your changes will not be implemented until the next catalog year at the earliest.
- If you have questions, start by checking the instructions on the website. Please feel free to contact the committee chairs with any remaining questions you might have.

A. CONTACT/COURSE INFORMATION.

Name: Robert Russell
Phone: 953-6352
Email: russellr@cofc.edu

Department or Program: Historic Preservation & Community Planning Program
School: School of the Arts

Subject Acronym and Course Number: HPCP 280

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

- [ ] Add a New Course (complete parts C, D, F, G, H, I, J, K)
- [ ] Change Part of an Existing Course (complete parts C, D, E, F, G, I, J, K)
  - [ ] Course Number
  - [ ] Course Name
  - [ ] Course Description
  - [ ] Credit/Contact Hours
  - [ ] Restrictions (prerequisites, co-requisites, junior/senior standing, etc.)
- [ ] Deactivate an Existing Course (complete parts C, D, E, G, I, J, K)
- [ ] Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, I, J, K)

C. RATIONALE AND EXPLANATION. Please describe your request and explain why you are making it.

This has been a successful special topics course for several semesters and it is time to make it a regular inventory course.

D. IMPACT ON EXISTING PROGRAMS AND COURSES. Please briefly describe the impact of your request on other programs and courses. If another program requires the course, you must submit their written acknowledgement with this proposal. Also, the affected program must describe any change in the number of credit hours they require. Include a list of similar courses in other departments and explain any overlap.

There should be no impact on other programs and courses since this has already been taught as a special topics course.
E. EXISTING COURSE INFORMATION. If you are proposing a new course, just leave this blank. Otherwise, please fill out all fields.

Department: 
School: 
Subject Acronym: 
Course Number: 

Credit hours: __ lecture __ lab __ seminar __ independent study
Contact hours: __ lecture __ lab __ seminar __ independent study

Course title:

Course description (maximum 50 words, exactly as it appears in the catalog):

Restrictions (pre-requisites, co-requisites, majors only, etc.):

Cross-listing, if any:

Is this course repeatable? □ yes □ no If yes, how many total credit hours may the student earn? ____

F. NEW COURSE INFORMATION. If you are deactivating a course, leave this blank. Otherwise, please fill out all fields. For changed courses, use boldface for the information that is changing.

Department: ARTH/HPCP 
School: SOTA 
Subject Acronym: HPCP 
Course Number: 280

Credit hours: __ lecture 3 lab __ seminar __ independent study
Contact hours: __ lecture 3 lab __ seminar __ independent study

Course title: Conservation of Historic Materials

Course description (maximum 50 words, exactly as it appears in the catalog):
Conservation of Historic Materials focuses on the properties and performance of traditional and historic building materials. Through lectures, site visits and hands on opportunities in the lab and field, a basic knowledge will be provided that will allow students to better understand the mechanics of deterioration and choices for treatments.

Restrictions (pre-requisites, co-requisites, majors only, etc.):
Pre-Requisite: HPCP 199

Cross-listing, if any (submit approval from relevant department):

Is this course repeatable? □ yes XX no If yes, how many total credit hours may the student earn? ____

Is there an activity, lab, or other fee associated with this course? □ yes XX no What is the fee? $_______
Note: The Senate cannot approve new fees; Business Affairs will submit any such request to the Board of Trustees. The course can still be created, but the fee will not be attached until the Board has approved it.

If this is a newly-created course, is it intended to be the equivalent of an existing course? □ yes  XX no
If so, which course? ______________
Note: You must deactivate that course by submitting an additional Course Form.

G. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

NONE

H. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

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<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
</tbody>
</table>

1. Students will be able to accumulate, assemble and evaluate physical data related to the built environment.

Students will carry out a paint analysis resulting in a client report. This will be produced by each student each time the course is offered. 90% of students should achieve an A or B grade for this project.

2.

3.

4.

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

This course supports student learning outcome #3. Specific lab-based skills are introduced, reinforced and demonstrated.
I. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration? If so, please explain briefly and attach a Change Minor and/or Change Major/Program Form as appropriate.

This course will be added to the list of approved HPCP electives (Change Major/Program attached).

J. CHECKLIST.

X I have completed all relevant parts of the form.

☐ I have attached a cover letter that describes my request and lists all the documents I am submitting.

X (For new courses only) I have attached a syllabus.

☐ (For courses used in any way by other departments, including cross-listing) I have attached an acknowledgement from the relevant department.

☐ (For courses intended to fulfill a Gen Ed requirement) I have submitted the proposal to the Gen Ed committee.

X I have submitted one Signature Form that lists all of the different forms I am submitting.
HPCP 290-001/Preservation Conservation

Professor Contact Information:
Frances H Ford
Conservation Lecturer Clemson /College of Charleston
Architectural Conservation Lab 843-937-9569
Office hours: by appointment only.
fordf@cofc.edu
Cell: 843-224-0149

This syllabus is subject to change

Course Description:
Preservation Conservation will focus on the properties and performance of traditional and historic building materials. Through lectures, coordinating site visits and hands on opportunities in the lab and in the field a basic knowledge will be provided that will allow the student to better understand the mechanics of deterioration and the choices for treatments.

Text: There will be no required text to buy for this class. Instead I will be assigning National Park Service Preservation Briefs. They are clear and straight forward and should give you a lot of information before we tackle a material in class. They are available online at http://www.nps.gov/history/hps/tps/briefs/presbhom.htm. Additional short article readings and procedure sheets will be provided.

Assignments and Grading: There will be two exams, one at mid-term and a final. These will make up 2/3 of your final grade for the semester; the other 1/3 of your grade will come from weekly one page short essay/lab reports on the topic covered the week before. Each of the ten essays will be worth 10 points each. Essays may be brought to
class or sent to my e-mail address but if I do not acknowledge its receipt it means I have not received it. All essays must be received by the end of the day on the day they are due to avoid losing points. As you might notice there are 12 assignments due, you may choose to exempt two this semester (you may not exempt a lab.). These assignments will not be returned but a chart will be posted in the lab to indicate that I received and awarded you the weekly 10 points. It is the student’s responsibility to indicate on the chart weeks they chose to exempt. No extra points will be awarded for turning in more than 10 assignments.

**ATTENDANCE:** This class may be a little different than you are used to in that I will not lecture each week for the entire class period (good for you and better for me). Instead through field work, lab experiments and site visits, students will experience materials first hand; touching, observing, testing and experimenting. Through this hands-on experience I hope that each of you will gain knowledge of materials only possible when you are able to experience them directly.

If you want to do well in this class you will attend each week. I will not accept essay topics for a class you did not attend. Excessive or unexplained absences are cause for failure. On weeks that we are making site visits and you are absent without notifying me before hand you will lose 10 points from your semester grade.

**CONDUCT:** I expect every student to act like an adult in all situations, be it in the lab or on site visits. There will be no cell phone use during the class period. Property of the College of Charleston or any location where we are conducting field work is to be respected at all times.
<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>TOPIC/SITE VISIT</th>
<th>READING</th>
<th>ASSIGNMENT DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>15 JANUARY</td>
<td>Microscopy and Lab Safety &lt;br&gt;#1 Introduction to conservation</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>#2</td>
<td>22 JANUARY</td>
<td>Exposures and faux finishes &lt;br&gt;(Mahogany graining)</td>
<td>#18 Rehabilitation Interiors in Historic Buildings &lt;br&gt;#34 Applied Decoration for Historic Interiors: Preserving Compositional Ornament&lt;br&gt;<strong>Hand-out:</strong> John Haviland, <em>On Plastering</em></td>
<td>#1 Lab (1/15/12)</td>
</tr>
<tr>
<td>#3</td>
<td>29 JANUARY</td>
<td>Wallpaper: Identification and conservation of historic wall paper &lt;br&gt;Paint analysis procedure preview</td>
<td><strong>Hand-out:</strong> T.J. McClintock, <em>The effects of conservation on the appearance of Historic wallpapers.</em></td>
<td>#2 Essay (1/22/13)</td>
</tr>
<tr>
<td>#4</td>
<td>5 FEBRUARY</td>
<td>Metalwork: Field trip to the Warren-Lasch Conservation Center/ Hunley submarine</td>
<td># 27 The Maintenance and Repair of Architectural Cast Iron</td>
<td>#3 Essay (1/29/13)</td>
</tr>
<tr>
<td>#5</td>
<td>12 FEBRUARY</td>
<td>Take paint samples and process for cross-sectional analysis</td>
<td># 28 Painting Historic Interiors&lt;br&gt;<strong>Hand-out:</strong> Susan Buck, <em>How paint archeology and analysis helped to decipher the Aiken-Rhett house and its outbuildings</em></td>
<td>#4 Essay (2/5/13)</td>
</tr>
<tr>
<td>#</td>
<td>Date</td>
<td>Activity</td>
<td>Hand-out</td>
<td>Additional Information</td>
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<tr>
<td>#6</td>
<td>19 February</td>
<td>Paint analysis: Cross-sectional analysis/ photomicrographs</td>
<td>Hand-out: Andrea Gilmore, Analyzing Paint samples: Investigation and Interpretation</td>
<td>#5 Paint analysis methodology sheet (2/12/13)</td>
</tr>
<tr>
<td></td>
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<td><strong>BRING A FLASH DRIVE</strong></td>
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<tr>
<td>#7</td>
<td>26 February</td>
<td>Wood consolidation demonstration (2-3)</td>
<td>Hand-out: Historic Wood repair materials</td>
<td>#6 Paint analysis stratigraphy sheet (2/19/13)</td>
</tr>
<tr>
<td>#8</td>
<td>5 March</td>
<td><strong>SPRING BREAK</strong></td>
<td>NONE</td>
<td>No essay/lab</td>
</tr>
<tr>
<td>#9</td>
<td>12 March</td>
<td>Windows, glass and doors: Field trip to Hines Studios 579 King St.</td>
<td><strong>#33</strong> The Preservation and Repair of Historic Stained and Leaded Glass</td>
<td>None</td>
</tr>
<tr>
<td>#10</td>
<td>19 March</td>
<td>Historic Wood Field trip to Hampton Plantation</td>
<td><strong>#9</strong> The Repair of Historic Wooden Windows</td>
<td>#7 Essay (3/12/13)</td>
</tr>
<tr>
<td>#11</td>
<td>26 March</td>
<td>Stone repair (Epoxy, pinning and Jahn)</td>
<td>Hand-out Jahn</td>
<td>#8 Essay (3/19/13)</td>
</tr>
<tr>
<td>#12</td>
<td>2 April</td>
<td>Stone cleaning On site at either Saint Philip’s Church (142 Church Street) or First (Scots) Presbyterian (53 Meeting Street)</td>
<td><strong>#38</strong> Removing Graffiti from Historic masonry</td>
<td>#9 Essay (3/26/13)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>#6</strong> Dangers of Abrasive Cleaning to Historic Buildings</td>
<td></td>
</tr>
</tbody>
</table>
| #14 | 16 APRIL | Mixing and applying historic lime mortar and stucco | #2 | Pointing mortar joints in Historic Masonry Buildings  
#22 | The Preservation and Repair of Historic Stucco | #11 Mortar analysis sheet (4/9/13) |
<table>
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<tr>
<td>#15</td>
<td>23 APRIL</td>
<td>FINAL DAY OF CLASS: EXAM</td>
<td>#12 Essay (4/16/13)</td>
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Instructions:
- Please fill out all of the portions of the form that are specified in section B. You must do this before your request can move forward!
- Remember that your changes will not be implemented until the next catalog year at the earliest.
- If you have questions, please start by checking the detailed instructions on the website.
- Please feel free to contact the committee chair with any remaining questions you might have.

A. CONTACT INFORMATION.

Name: Robert Russell
Phone: 953-6352
Email: russellr@cofc.edu

School: SOTA
Department or Program: HPCP

Name and Acronym of Major: Historic Preservation & Community Planning Program (HPCP)

B. CATEGORY OF REVIEW. Please check all that apply, then fill out the specified parts of the form.

☐ Change Request (fill out all sections)
  ☐ Add an existing course to requirements or electives
  ☑ Add a new course to requirements or electives (attach completed course form for each)
  ☐ Delete courses from requirements or electives
  ☐ Add or modify concentration, emphasis, or track (Note that emphases under 18 hours will not be noted on the transcript. All concentrations, emphases, tracks, etc., with 18 hours or more are called "concentration" on the transcript.)

☐ Terminate Program (fill out C, F, G, and H)
  ☐ Terminate degree
  ☐ Terminate major
  ☐ Terminate emphasis, concentration, or track

C. RATIONALE AND EXPLANATION. Please describe the request you are making and explain why you are making it. Two special topics courses to be regularized and added to the catalog.

D. CURRICULUM. For revised programs, please attach the complete curriculum. Distinguish between required and elective courses, and note any prerequisites, co-requisites, sequencing, or other restrictions. Provide the catalog description and course list exactly as they should appear in the catalog. For each new course, submit the Curriculum Committee’s Course Form and a sample syllabus.

HPCP 215 to be added to HPCP curriculum, “Column B”; Pre-requisite HPCP 199
HPCP 280 to be added to HPCP curriculum as an elective; Pre-requisite HPCP 199
### E. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
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<tbody>
<tr>
<td>What will students know and be able to do when they complete the major or program?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
</tbody>
</table>

1. See STUDENT LEARNING OUTCOMES AND ASSESSMENT section in individual course proposals.  

2. See STUDENT LEARNING OUTCOMES AND ASSESSMENT section in individual course proposals.  

| 2.                                                                                      |                                                                                                           |
| 3.                                                                                      |                                                                                                           |
| 4.                                                                                      |                                                                                                           |

Additional Outcomes or Comments:

### F. IMPACT ON EXISTING PROGRAMS AND COURSES. Please describe the impact of this request on other programs and courses. If you are deleting a program, please describe the effect on all programs that will be impacted; if you are adding or changing a program, please explain any overlap with existing programs at the College.

None.
G. COSTS ASSOCIATED WITH THE REQUESTED ACTION. List all of the new costs or cost savings (including new faculty/staff requests, library, or equipment) associated with your request.
None.

H. CHECKLIST

☐ I have completed all relevant parts of the form.

☐ I have attached a cover letter that describes my request and lists all the documents I am submitting.

☐ I have attached a Course Form for each newly-created or modified course.

☐ (For proposals that affect other departments in any way) I have attached an acknowledgement from the relevant department.

☐ I have provided the complete curriculum for the program, concentration, emphasis, etc., including the description and course list, exactly as it should appear in the catalog.

☐ I have submitted one Signature Form that lists all of the different forms I am submitting.
HPCP 215, Researching Historic Properties

This course is designed to introduce research materials and skills applicable in the historic preservation field. Students will learn about the process of documenting properties, understanding their historical context, discussing their significance, and utilizing preservation terminology.

HPCP 280, Conservation of Historic Materials

Conservation of Historic Materials will focus on the properties and performance of traditional and historic building materials allowing students to better understand the mechanics of deterioration and the choices for treatments.
The goal of the major in historic preservation and community planning is to introduce the student to the history, theory, and practice of historic preservation, and the present necessity to link preservation with parallel issues in community planning. Because of changes in the world of historic preservation, it is no longer sufficient to consider the preservation of particular buildings or landscapes without a larger vision of what might best be called the context of the object.

The historic preservation major is firmly located within the liberal arts tradition at the College. It is not intended to be “training” for the technical field of historic preservation, but rather as an introduction to the broader issues which are presently being grappled with by preservationists.

The intention of the program is to awaken in the student an appreciation for the complexity of the field of historic preservation. Through a combination of general and survey courses and specific practical applications, the student will begin to understand the multitude of forces acting upon cities, towns, and rural areas that either encourage or hinder the preservation of historic sites at the beginning of the 21st century.

Course Requirements for Major

**Major Requirements: 39 Hours**

**Required courses:**
- HPCP 199 Intro to Historic Preservation
- HPCP 299 Preservation Planning Studio
- HIST 211 American Urban History ....or
- ARTH 265 The City as a Work of Art
- ARTH 335 History of American Architecture
- ARTH 338 American Vernacular Architecture and Material Culture
- URST 310 Urban Planning
- HPCP 410 Internship (also satisfied by HIST 496 Field Internship and URST 400 Practicum)
- HPCP 415 Senior Seminar

**Two courses selected from the following:**
- ARTH 105 Introduction to Architecture
- HPCP 275 History of Land Design (cross-listed as ARTH 275)
- HPCP 305 Building Pathology
- HPCP 315 Urban Design Studio
- HPCP 319 Architectural Design Studio
- HPCP 375 Landscape Design Studio
- HPCP 420 Preservation Law and Economics
- HIST 323 Society and Culture of Early Charleston

**Electives: nine credit hours from the following:**
- ANTH 202 Archaeology
- ANTH 493 Field School in Archaeology (eight credits would satisfy core internship requirement)
- ARTH 260 Buildings, Manners, and Laws: Charleston Architecture and Culture
- ARTH 333 Traditional Design in Charleston
- ARTH 394 18th and 19th Century Architecture
- ARTH 395 20th Century Architecture
- ARTS 119 Drawing I
- ARTS 215 Photography I
- ECON 307 Urban Economics
- HIST 214 American Ethnic History: 1607-Present
- HIST 216 African American History
HIST 217  African American History  
HIST 221  Women in the U.S.  
HIST 222  History of South Carolina  
HIST 224  History of the South to 1865  
HIST 225  History of the South since 1865  
HIST 256  History of Science and Technology  
HIST 301  Colonial America, 1585-1763  
HIST 303  History of the United States: The Young Republic, 1800-1845  
HIST 304  History of the United States 1845-1877  
HIST 305  History of the United States 1877-1918  
HIST 306  History of the United States 1918-1945  
HIST 307  History of the United States 1945-Present  
HIST 354  Tudor England, 1485-1603  
HIST 355  Stuart England, 1603-1714  
HIST 356  Georgian Britain  
HIST 357  Victorian Britain  
HPCP 290  Special Topics in Historic Preservation  
HPCP 298  AutoCad and Photoshop for Preservationists  
HPCP 339  History of American Interiors (cross-listed as ARTH 339)  
HPCP 340  Special Topics in Historic Preservation  
HPCP 418  Preservation Law (1 credit hour)  
HPCP 419  Preservation Economics (1 credit hour)  
HPCP 490  Independent Study  
Poli 305  Urbanization and Urban Geography  
Poli 322  Urban Government and Politics  
URST 201  Introduction to Urban Studies  

Also relevant special topics courses in art history, history, political science and urban studies.
consultation among student, instructor of the primary subject matter course, and the language instructor who will supervise and evaluate the student’s linguistic performance. A collateral study course may be repeated to a maximum of six credit hours in conjunction with other primary courses.

PORT 390 Special Topics in Portuguese (3)
Intensive study of a particular subject of theme on Portuguese language, linguistics, literature, or culture (specific topics will be listed in the Schedule of Courses when offered). May be repeated under a different topic.

Prerequisite: PORT 202 and/or permission of the instructor.

PORT 498 Independent Studies (1-3)
Research on a topic - to be defined by the individual student in consultation with the instructor in the department who will guide the work and determine the credit hours to be assigned.

Prerequisite: Permission of the instructor.

LTP0 150 Portuguese Literature in (English) Translation (3)
Study of selected works from a number of literatures that offer different perspectives on the world and humankind.

LTP0 250 Portuguese Literature in (English) Translation: A Foreign Literature (3)
Study of selected works, representing major literary periods and genres, which illuminate Brazilian and Portuguese culture.

LTP0 270 Studies in Brazilian Film (3)
Study of Brazilian Cinema with rotating topics such as Cinema Novo, women filmmakers, and literary masterpieces adapted to the screen.

Note: Taught in English. May be taken for credit toward the general education requirement in humanities. May be repeated under a different topic.

LTP0 280 Studies in Brazilian Civilization and Culture Through Literature (3)
Reading and discussion of selected literary works with emphasis on their relationship to Brazilian civilization and culture. Through the readings, students will develop an awareness and understanding of how Brazil’s ethnic and social background as well as its thought and customs have contributed to the rich diversity of Brazilian civilization and culture as seen in its literature.

Note: Taught in English. May be taken for credit toward the general education requirement in humanities.

LTP0 328 Portuguese Language Study Abroad (3)
Designed to develop spoken and written communication and facility in expressing ideas in Portuguese while studying in a Portuguese-speaking country.

Prerequisite: PORT 202 or 250 or permission of the instructor.

Note: Local resources of the foreign country will be used.

LTP0 350 Portuguese Literature in (English) Translation: a Foreign Author (3)
Study of selected works by a Brazilian author whose influence is felt in the world at large.

LTP0 450 Portuguese Literature in (English) Translation: Comparative Literature (3)
A study of selected works by major authors representing different cultures with emphasis on common themes as viewed from the perspectives of these writers.

HISP 498 Independent Study (1-3)
Research on a problem related to Hispanic culture - topic to be defined by the individual student in consultation with the instructor in the department who will guide the work and determine the number of credit hours to be assigned. Does not count toward the major or minor in Spanish. A project proposal must be submitted and approved by the department prior to registration.

Prerequisite: Permission of the instructor and departmental approval prior to registration.

HISP 499 Bachelor’s Essay (6)
A year-long research and writing project done in English during the senior year under the close supervision of a tutor. A project proposal must be submitted and approved. Does not count toward the major or minor in Spanish. A proposal must be submitted and approved by the department prior to registration.

Prerequisite: Permission of the instructor and departmental approval prior to registration.

HISP 199 Introduction to Historic Preservation (3)
An introduction to the history and contemporary practice of historic preservation in the U.S. The course includes a survey of the content and context of the heritage to be preserved and examines current preservation practice in preserving buildings, landscapes and material culture. Issues related to archeology, architectural history, social history and community planning will be covered.

HIPC 200 Architecutural Drawing And Drafting I (3)
This course will introduce the student to the basic skills necessary to communicate using two and three-dimensional drafting and freehand drawing. Subjects covered include methods and methodology of proportion, orthographic construction, linear sketching, life drawing, and perspective.

HIPC 251 Architectural Drawing And Drafting II (3)
This course will allow the student to develop advanced disciplines in two and three dimensional drafting and freehand drawing with focus on new mediums and techniques. These skills are useful to express design concepts to clients or colleagues in the building community. Subjects covered include advanced perspective, shade and shadow, and presentation techniques.

Prerequisite: HIPC 250

HIPC 275 History of Land Design (3)
This course deals with the history of landscape architecture, including urban spaces such as city parks, urban plazas and both formal and vernacular non-urban landscapes. The course will explore the designs and wider meanings of both Western and non-Western
landscapes through human history. This course is cross-listed with ARTH 275.

HPCP 290 Special Topics in Historic Preservation (3)

Special topics in historic preservation and community planning includes travel abroad courses. May be repeated for credit with differing topics.

Prerequisite: HPCP 199.

HPCP 298 AutoCAD and Photoshop for Preservationists

This course is an introduction to the use of these commonly used digital media for preservation applications. The class will also work on a team based research project specifically geared to demonstrate the capabilities of these tools. No prior experience is required.

HPCP 299 Preservation Planning Studio (3)

This course will include case studies and a concentrated study of a local project area. "Tools" to promote revitalization and historic preservation will be discussed. Students will work both individually and in groups and will formulate recommendations for the study area. Charleston area political and preservation organizations will be consulted and research resources in the Charleston community will be utilized.

Prerequisite: HPCP 199 or permission of the instructor.

HPCP 305 Building Pathology (3)

This course examines the deterioration and failure of buildings and their component systems. To understand system and component failures it is necessary to know the materials and methods used in the construction of historic buildings. The course will introduce these materials and methods to the student.

Prerequisite: HPCP 199; HPCP 299 is recommended.

HPCP 315 Urban Design Studio (3)

This studio course will focus on a particular local site as a case study in urban design. Physical, economic, sociological and architectural aspects of the area will be analyzed and proposals for future development will be formulated. This course will include field research, drawing, and basic model building and will include instruction in the areas of design and graphics.

Prerequisite: URST 310 or permission of the instructor.

HPCP 319 Architectural Studio Design (3)

This will be an introductory studio course in architectural design. The semester will culminate in the design of a house in a historic context. Students will study basics of architectural drawing and representation and will study design fundamentals including spatial sequences, proportions, color theory, structural concepts and architectural precedents and theories. The instructor is an architect.

HPCP 339 History of American Interiors (3)

A survey of architectural elements and furnishings within American domestic interiors, 1607–1950. Lectures focus on specific periods including historical overviews, analysis of characteristic features of houses' composition, plans and interior elements (doors, windows, walls, woodwork, floors, ceilings, staircases and fireplaces) and the stylistic evolution of furniture relating to the periods. This course is cross-listed with ARTH 339.

Prerequisite: HPCP 199.

HPCP 340 Special Topics in Historic Preservation (3)

Studies of specialized topics in historic preservation or community planning. Can include travel courses. May be repeated for credit with differing topics.

Prerequisites: HPCP 199, and HPCP 299.

HPCP 375 Landscape Preservation and Design (3)

This course is a studio effort to understand and work with the defining elements of important, specific historic and cultural landscapes. It uses a generalist’s approach and weaves a consideration of natural systems with human impacts to tell the story of the place and our culture.

HPCP 410 Internship (1-6)

Internships are intended to provide the opportunity for the student to apply knowledge and skills learned during a normal course of study to actual situations encountered in work with area arts or preservation organizations.

Interested students should contact the internship director for specific placement opportunities and application information.

HPCP 415 Senior Seminar (3)

Capstone course for historic preservation and community planning majors. Seminar topics will be announced.

Prerequisite: Senior standing or permission of the instructor.

HPCP 418 Historic Preservation Law (1)

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: This class will only meet for half a semester.

HPCP 419 Historic Preservation Economics (1)

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: This class will only meet for half a semester.

HPCP 420 Preservation Law and Economics (3)

Introduction to the legal framework of historic preservation, including constitutional law, cultural resources statutes and relevant local laws and mechanisms. Overviews pertinent to economic policies, including tax incentives. Material is targeted toward advocacy, to include property rights and fiscal impact issues. Students will pursue a research/practical project of their choosing.

Prerequisites: HPCP 199 and permission of the instructor.

HPCP 490 Independent Study Historic Preservation (3)

A qualified student who has taken appropriate preparatory courses in the major determines a project to research and write about in consultation with and under the supervision of a departmental member qualified to guide the work. The
student will be expected to produce a thorough research paper and to make a public presentation at the end of the semester enrolled.

Prerequisite: Student must be a junior or senior historic preservation and community planning major with an overall GPA of at least 3.00 and a major GPA of at least 3.3.

History Courses

HIST 101 The Rise of European Civilization (3)
A survey of the major developments in European history from antiquity to 1715. The course will examine ideas and events that contributed to the rise of Europe and the political, economic and social institutions which developed in medieval and early modern Europe. Topics will include the Ancient World, the Middle Ages, the Renaissance, the Reformation, the emergence of national monarchies and the Scientific Revolution. HIST 101 is a general education requirement. Neither credit hours nor grades earned in this course count toward the major in history or the GPA in that major. This course must be taken before HIST 102.

HIST 102 Modern Europe (3)
A survey of European civilization from 1715 to the present. The course will examine the individuals, institutions, and ideas that contributed to the development of modern Europe and to the global spread of western culture. Topics will include the Enlightenment, the French Revolution, the Industrial Revolution, modern ideological movements, the causes and consequences of the world wars and contemporary developments. HIST 102 is a general education requirement. Neither credit hours nor grades earned in this course count toward the major in history or the GPA in that major.

Prerequisite: HIST 101 or HONS 120.

HIST 103 World History to 1500 (3)
An introduction to civilizations and cultures in the Middle East, Africa, Asia, Europe and the Americas and the interactions among them, dealing with themes such as political, economic, social, and intellectual systems, religion, science and technology and increasing global interactions.

Note: This course must be taken before HIST 104.

HIST 104 World History since 1500 (3)
An introduction to civilizations and cultures in the Middle East, Africa, Asia, Europe and the Americas and the interactions among them, dealing with themes such as political, economic, social, and intellectual systems, religion, science and technology and increasing global interactions.

Prerequisite: HIST 103.

HIST 115 Pre-modern History (3)
This course will impart a knowledge of the history of selected human civilizations, societies, and cultures. It will convey an awareness of the historical experience through the study of political, social, cultural, and intellectual aspects. It will cover substantial historical developments and periods during the pre-modern period using a thematic approach.

Note: Available beginning Fall 2011.

HIST 116 Modern History (3)
This course will impart a knowledge of the history of selected human civilizations, societies, and cultures. It will convey an awareness of the historical experience through the study of political, social, cultural, and intellectual aspects. It will cover substantial historical developments and periods during the modern period using a thematic approach.

Note: Available beginning Fall 2011.

HIST 200 Historiography: Methods of Inquiry in History (3)
A critical study of the nature of history, examining the origins of historical writing, the different theories of historical development taken by major philosophers of history, the problems of historical understanding for the would-be historian and examples of the conflict of opinion over the interpretation of major trends and events.

Prerequisites: HIST 101–102, HIST 103–104, or HIST 115–116

Note: Students and most especially those who anticipate going to graduate school, are encouraged to take HIST 200, which is not included under the areas of distribution.

HIST 201 United States to 1865 (3)
A general and thematic study of the culture, society and politics of the United States from colonial origins through the Civil War.

Prerequisites: HIST 101–102, HIST 103–104, or HIST 115–116

HIST 202 United States since 1865 (3)
A general and thematic study of the culture, society and politics of the United States from the Civil War to the present.

Prerequisites: HIST 101–102, HIST 103–104, or HIST 115–116

HIST 210 Special Topics in U.S. History (3)
Introductory examination of a specialized field in the history of the United States. Specific topic will be listed with the course title when offered.

Prerequisites: HIST 101–102, HIST 103–104, or HIST 115–116

HIST 211 American Urban History (3)
A survey of urban development from colonial times to the present. This course examines urbanization as a city-building process and its impact on American social, political and economic life.

Prerequisites: HIST 101–102, HIST 103–104, or HIST 115–116

HIST 212 American Labor History (3)
The course will offer a survey of the history of American working people from colonial times to the present, with emphasis on workers’ responses to industrialization and urbanization and the development of the modern labor movement.

Prerequisites: HIST 101–102, HIST 103–104, or HIST 115–116

HIST 213 American Jewish History: Colonial Times to the Present (3)
A study of the major events and personalities in American Jewish history since colonial settlement; the wave of Jewish immigration and development of the contemporary Jewish community.

Prerequisites: HIST 101–102, HIST 103–104, or HIST 115–116

HIST 214 American Ethnic History: 1607 to the Present (3)
American ethnic adjustments and immigration patterns from colonial times