Contact Name: Allisyn Miller, Admin Coordinator   Email: akmiller1@cofc.edu   Phone: 843-937-9596

Department Name: HSPV   Graduate Program name: Graduate Program in Historic Preservation (HSPV)

Course Prefix, Number, and Title: HISPV 605 American Architectural Styles 1650-1950

To change to: HISPV 807, American Architecture

I. CATEGORY OF REVIEW (Check all that apply)

<table>
<thead>
<tr>
<th>NEW COURSE</th>
<th>CHANGE COURSE</th>
<th>DELETE COURSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ New Course (attach syllabus*)</td>
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<td>☑ Change Title (IV, VII, VIII, IX)</td>
<td>☐ Change Credits/Contact hours (II, IV, VII, IX)</td>
<td>☑ Prerequisite Change (IV, VII, VIII, IX)</td>
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<td>☐ Edit Description (III, IV, VII, VIII, IX)</td>
<td>☐ Approve for Cross-listing (attach Graduate Permission to Cross-list Form)</td>
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------(Complete all sections below that apply including those indicated)------

Date (Semester/Year) the course will first be offered, course changes or deletion will go into effect:

NEW COURSE:

*ATTACH THE SYLLABUS FOR A NEW GRADUATE COURSE to include:

- Course description and objectives
- Method of teaching (e.g., lecture, seminar, on-line, hybrid)
- Required and optional texts and materials
- Graduate School Grading Scale
- Assignments, student learning outcomes and assessment components
- Policies to include attendance, Honor Code, American Disabilities Act statement
- Tentative course schedule with specific topics
List prerequisites and / or other restrictions below

_Preq: Enrollment in MSHP/HSPV program_

Will this course be added to the Degree Requirements?

a) □ Yes □ No

b) If yes, explain

II. NUMBER OF CREDITS and CONTACT HOURS per week

A. Contact Hours

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Lab</th>
<th>Seminar</th>
<th>Ind. Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Credit Hours

3

Is this course repeatable? □ yes ☒ no If so, how many credit hours may the student earn in this course?

III. CATALOG DESCRIPTION _Limit to 50 words EXACTLY as you want it to appear in the catalog: include prerequisites, co-requisites, and other restrictions. If changing course description, please include both old and new course descriptions._

**OLD [HSPV 605]:** Survey of American architectural styles and the architects responsible for them, from the colonial period to our recent past. Emphasis is on identifying architectural elements that serve as clues in determining a building’s architectural styles. Critical thinking regarding the complexities of form, content, culture and referents will be discussed.

**NEW [HSPV 807]:** A survey of American buildings from the sixteenth century to the modern era with particular attention to the social, intellectual, technological, and economic forces that shaped America’s cityscapes, small towns and countryside. _Preq: Enrollment in MSHP/HSPV program_
IV. RATIONALE / JUSTIFICATION: If course change – please indicate the course change details. If course change or deletion—please provide reasons for change(s) to or deletion of a course. If a new course—briefly address the goals/objectives for the course and the relationship to the strategic plan.

Number changed to be in line with Clemson standards for this joint program.
Title and description revised to match current course content.
Prerequisites clarify the enrollment requirement.

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

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<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
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<tbody>
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<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 Demonstrate familiarity with development of North American settlement landscapes and the variety of architecture appearing before 1860 in terms of form, ornament, plan, construction and use.</td>
<td>a. Successful completion of analytical book review focused on architecture prior to 1860.</td>
</tr>
</tbody>
</table>
| 2. Demonstrate familiarity with design vocabulary and materials of post-industrial buildings. | a. Successful completion of critical analysis of the design of a 20th-century designer.  
b. Successful completion of book review focused on post 1860 building |
| 3. Demonstrate acquisition of vocabulary that enables verbal and written descriptions of the formal, structural and ornamental characteristics of buildings. | a. Successful completion of Section 7, architectural description, of National Register for Historic Places nomination undertaken individually by student.  
b. Successful peer evaluation of participation in class discussion. |
| 4. Demonstrate ability to write clearly and coherently about buildings and landscapes.     | a. Successful review of National Register Nomination  
b. Successful review of two required analytical book reviews  
c. Successful completion of end-of-semester critical |
<table>
<thead>
<tr>
<th>5. Demonstrate confidence in ability to participate in discussions about buildings, landscapes, their contexts, and their meaning.</th>
<th>analysis of 20th century designer.</th>
</tr>
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<tr>
<td></td>
<td>a. Successful peer evaluation of participation in class discussion</td>
</tr>
<tr>
<td></td>
<td>b. Analysis of exit interviews</td>
</tr>
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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?

The Student Learning Outcomes outlined above for HP XXXXX articulate directly with the MSHP program’s primary pedagogical goals and with the learning objectives adopted by it and approved by the College:

**Overarching Goal:** To prepare future preservationists to employ a broad range of approaches and strategies useful for managing the built environment.

**Broad Learning Outcomes:**

1. Students will demonstrate familiarity with and understanding of the history and theory that informs the practice of Historic Preservation in the United States.

2. Students will recognize and describe historic styles, materials and construction systems that have characterized American architecture.

3. Students will develop research and documentation skills in relation to historic structures and landscapes.

4. Students will accumulate, assemble and evaluate physical and historical data related to the built environment.

5. Students will write well.
VII. IMPACT ON EXISTING PROGRAMS and COURSES: Please briefly document the impact and expected changes of this new/changed/deleted course on other departments, programs and courses; if deleting a course—list all departments and programs that include the course; if adding/changing a course—explain any overlap with existing courses in the same or different departments; if adding or deleting a course that will be part of a joint program identify the partner institution.

NO IMPACT on other College of Charleston courses. Revisions are internal only to the HSPV program and are necessary to be in line with Clemson standards for this joint program.

VIII. COSTS ASSOCIATED WITH THE ACTION REQUESTED: List all of the new costs or cost savings, (including new faculty/staff requests, library or equipment, etc.) associated with the action requested. New courses requiring additional resources will need special justification.

NO COSTS ASSOCIATED WITH ACTION REQUESTED.
IX. APPROVAL AND SIGNATURES

Signature of Program Director:

Date: 2/18/14

Signature of Department Chair:

Date: 2/18/14

Signature of Additional Chair*:

Date: 

Signature of Schools’ Dean:

Date: 2/19/14

Signature of Additional Schools’ Dean*:

Date: 

Signature of the Provost:

Date: 2/24/14

Signature of Budget Director/Business Affairs Office:

Date: 

*For interdisciplinary courses

Return form to the Graduate School Office for Further Processing

Signature of Chair of the Faculty Committee on Graduate Education, Continuing Education & Special Programs:

Date: 

Signature of Chair of the Graduate Council:

Date: 

Signature of Faculty Senate Secretary:

Date: 

Date Approved by Faculty Senate:

September 2011
One thing hastens into being, another hastens out of it. Even while a thing is in the act of coming into existence, some part of it has already ceased to be. Flux and change are forever renewing the fabric of the universe, just as the ceaseless sweep of time is forever renewing the face of eternity. In such a running river, where there is no firm foothold, what is there for a man to value among all the many things that are racing past him?

Marcus Aurelius, Meditations

COURSE DESCRIPTION
This course investigates architectural developments in the United States from the mid-fifteenth century to the present day. That is a tall order, and that's why the course, in addition to moving very quickly, will focus on the basic form, construction and ornamental attributes of buildings important to understanding them as products of particular times and places. The primary goal of this course is thus to learn how to "read" buildings, approaching them as artifacts of social/cultural expression and communication. While the course focuses on traditions and methods that are principally European in origin, some attention will be given to indigenous traditions and to those construction methods and architectural traditions that arrived from Africa and Asia. Throughout the course, students will examine changing relationships between building materials, the building trades, architectural style, and structural systems and relate these interrelationships to cultural, social, economic, and intellectual developments in the United States. This course is a starting point for the investigation of American buildings and intersects with HP 612: Materials and Methods of Historic Construction, a First-Year Course, and 803: Advanced Materials and Methods, a Second-Year course. This course will move through our topic in a roughly chronological fashion but will assume a thematic posture from time to time.
Organized in a lecture-seminar format, this course will include both illustrated lectures and class discussion. Class presentations, discussion of assigned readings, and research assignment all focus on developing the visual and verbal vocabularies and the skills in analyzing and interpreting American buildings and their landscapes necessary for engagement in the modern practice of historic preservation. In short, this course investigates a theme central to our work as historic preservationists -- the built environment as fundamental components of our planet's cultural heritage. All buildings, and every modification to them, reflect their time, available techniques, and the intentions of both builders and owners. In sum, this class intends to help students hone skills in the analysis and interpretation of American architecture by understanding not only what they are but why they took the shapes and forms they did.
COURSE OBJECTIVES

(1) Foster a basic understanding of how immigrant groups extended their building traditions into the United States and maintained or modified them in response to New World exigencies.

(2) Foster basic understanding of how memories of African architecture affected the African-American tradition of building in the Caribbean and the American South.

(3) Acquire a working familiarity with material culture and the built environment in relation to the interpretation of American history and culture.

(4) Acquire an understanding of how architecture and landscapes express social relationships of race, class and gender.

(5) Acquire an understanding of how buildings express power, morality, and sense of place.

(6) Understand how and when architecture emerged as a profession.

(7) Acquire a working understanding of how designers, both trained and untrained, imagined architectural space, its relationship, use, and ornamentation.

(8) Establish a basis for future study and research in historic preservation.

(9) Acquire vocabulary of terms commonly used in architectural history in the analysis and description of buildings.

COURSE LEARNING OBJECTIVES.

807.1: Demonstrate familiarity with development of North American settlement landscapes and the variety of architecture appearing before 1860 in terms of form, ornament, plan, construction and use.

807.2: Demonstrate familiarity with design vocabulary and materials of post-industrial buildings.

807.3: Demonstrate acquisition of vocabulary that enables verbal and written descriptions of the formal, structural and ornamental characteristics of buildings.

807.4: Demonstrate ability to write clearly and coherently about buildings and landscapes.

807.5: Demonstrate confidence in ability to participate in discussions about buildings, landscapes, their contexts, and their meaning.

READINGS. The following required readings will form the backbone of our readings and our discussions through the semester:


In addition to these texts, each one deserving of a place in the permanent collection of every preservationist, other readings will work their way to you via Blackboard or some other electronic format.

"The Preservationist's Bookshelf". You should have access to the following, each deserving a place on your professional bookshelf:

Stephen Calloway and Elizabeth Cromley, *The Elements of Style: A Practical Encyclopedia of Interior Architectural Details*


David Handlin, *American Architecture*.


Chester Liebs, *From Main Street to Miracle Mile*.


Dell Upton, ed., *America's Architectural Roots: Ethnic Groups that Built America*.


**RESEARCH PAPERS AND PROJECTS:** Each student will complete five out-of-class assignments:

1. **Typology and Definition.** How have scholars organized their thinking about America’s oldest buildings? In a critical essay that is not to exceed 1,000 words, assess how the authors of three (or more) “style guides” have labeled, discussed, or otherwise categorized the architecture of America prior to 1790. Due: September 2.

2. **Critical Book Summaries.** Working from the short lists of recommended readings in the course schedule and the bibliography that follows each chapter of Roth, *American Architecture*, you will write two critical book summaries. The first will address a topic before 1876; the second, a topic after 1876. These reviews are due on the days the selected books appear in the course schedule. Not longer than 500 words.
3. Drayton Hall. You will assume responsibility for writing an architectural description of a part of Drayton Hall. Due October 30.

4. Today’s Success is Tomorrow’s Landmark? Each student will submit a report that explores the work of an architect whose work has made a mark in the last thirty years. These reports must address how the designer fits into the meta-narrative of American architecture and assess his/her significance. Not longer than 2,000 words. Due November 18.

5. A Point of View. Your critical assessment of Dell Upton’s *Architecture in the United States* is due on December 2 to coincide with our final class meeting and our closing discussion. Not to exceed 1,000 words.

More will be said about each of these assignments in class.

*All written assignments must be your original work.* Cite all sources, using footnotes or endnotes and include a bibliography. The MSHP program follows the *Chicago Manual of Style*. Be cautious about information posted online. It may not be correct. If you must use online material, make sure it is the work of recognized scholars.

**EXAMINATIONS.** There will be two, the first on October 2 and a final examination on a day to be determined during the first week of December.

**ATTENDANCE AND ETIQUETTE:** I’ll be there; you should too. We will begin promptly at 3:00; allow sufficient time to reach off-campus meetings. Attendance is compulsory unless you have an approved absence arranged by prior permission, a verified illness or family emergency. When we meet distinguished members of the professional historic preservation community during the course of the semester, we will comport ourselves as professionals.

**CLASS PARTICIPATION:** Your active involvement in discussions will be critical to the success of this class. How historic preservation succeeds, now and in the future, will become clear only if we talk to each other. I expect all of you to come prepared to discuss all of the assigned readings. Finally, because much of the course does turn on your understanding of the readings, you should make and retain notes on each assigned text.

**PERSONAL COMPUTERS, PDAs, and CELL PHONES:** Leave them at home. If you have a compelling need to bring your computer to class, please make an appointment with me so that we can craft an accommodation.

**EVALUATION AND GRADING:** Your grade will be a composite of all course assignments: First Examination (10%); Final Examination (10%); Definition (10%); Class Participation (20%); Book Review (10% each); Drayton (10%); Modern Designer (20%). You must complete all assignments to complete this course.
**GRADES:** The following standards will be applied:

- **A** = Excellent (90 – 100) Indicates work of a very high quality, the highest grade given.
- **B** = Good (80-89) Indicates work that is above average though not of the highest quality.
- **C** = Fair (70-79) Indicates work of average to weak quality, the lowest passing grade.
- **F** = Failed

**Clemson University Academic Integrity:** As members of the Clemson University Community, we have inherited Thomas Green Clemson's vision of this institution as a high seminary of learning. Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating or stealing in any form.

**Clemson University Disability Access:** It is University policy to provide on a flexible and individual basis reasonable accommodations for students with disabilities. Students are encouraged to contact Student Disability Services to discuss their individual needs for accommodation.

**Office Hours:** I will maintain office hours from 9:00 until 10:00 on Mondays and Wednesdays 2:00 until 3:00 on Tuesdays. I am also available by appointment and can be reached by e-mail, should you need to communicate with me electronically, at chudgin@clemson.edu. My office phone number is 843.937.9567; cell: 540.604.0180.
## SCHEDULE of CLASS MEETINGS and ASSIGNMENTS

The instructor reserves the right to make changes to the syllabus as necessary.

### PART ONE: INTRODUCTIONS

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 25</td>
<td>Introduction to the Course</td>
</tr>
<tr>
<td>August 27</td>
<td><strong>American Architecture: A Discussion of Approaches, Methods and the Prickliness of “Style”</strong></td>
</tr>
</tbody>
</table>


### PART TWO: E PLURIBUS . . . DIVERSITY, 1450 – 1820

<table>
<thead>
<tr>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Sept 1</td>
<td><strong>First Things First: America before Africans. Or Asians. Or Europeans.</strong></td>
</tr>
</tbody>
</table>

Required Reading: McAlesters, 62-74; Roth, 13-38

**FIRST ESSAY DUE.**

<table>
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<tbody>
<tr>
<td>Sept 3</td>
<td><strong>French and Spanish Traditions in Building Forms and Community Planning</strong></td>
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</table>


Jay D. Edwards, *Louisiana’s Remarkable French Vernacular*
Architecture, 1700-1900 (Baton Rouge: LSU, 1988).


Chris Wilson, The Myth of Sante Fe: Creating a Modern Regional Tradition (Albuquerque: University of New Mexico Press, 1997).

Sept 8

German and Dutch Traditions in Building Form and Community Planning

Required Reading: McAlesters, 112-119; Upton, America’s Architectural Roots, 68-74, 48-54. See Lounsbury on doors, windows, moldings and decorative details.

Roderic H. Blackburn, Dutch Colonial Homes in America (New York: Rizzoli, 2002).


Sept 10

Mad Dogs and Englishmen: Anglo-American Building Forms

Required Reading: Chesapeake House, 86-114, 115-119, 206-285; Roth, 50-68; McAlesters, 102-111; Upton, America’s Architectural Roots, 41, 55-61.


Sept 15  
**Neo Classicism, Phase I: Plan and Decorative Finish in Georgian Classicism.**

**Required Reading:** Roth, 69-106; McAlesters, 138-151.

———  


Sept 17  
**Field Work. Class will convene at St. Michael's Church**

**Required Reading:** *Chesapeake House*, 286-383.

———  

Sept 22  
**Neo-Classicism in the New Republic, 1780-1830**

**Required Reading:** Roth, 107-150; McAlesters, 152-167.

———  

Sept 24  
**Field Work. Class will convene at the Aiken-Rhett House.**

Sept 27  
**A Good Day to be at Drayton Hall.**

Sept 29  
**Walk Like an Egyptian: The Great Revivals**

**Required Reading:** Roth, 151-209; McAlesters, 168-209.

Oct 1  
**Lost Boys.**

**FIRST EXAMINATION.**

Oct 6  
**A World Made Together: The Architecture of Slavery**

**Required Reading:** Chesapeake House, 156-178; Upton, America’s Architectural Roots, 43-47.


**PART THREE: AMERICAN ECLECTICISM, 1820 – 1880**

Oct 8  
**Farms: Outbuildings, Plans, and Landscape Ensembles**

**Required Reading:** Chesapeake House, 179-205; Lounsbury Terms


Thomas C. Hubka, Big House, Little House, Back House, Barn: The

John Brickerhoff Jackson, Discovering the Vernacular Landscape (New Haven, Yale University Press, 1984).


Oct 13

**FALL BREAK.**

Oct 15

Romanesque, Picturesque and Eclectic: Andrew Jackson Downing, Frederick Law Olmsted and the Development of a Landscape Aesthetic In an Age of Enterprise.

**Required Reading:** Roth, 211-263; McAlesters, 210-237.


Oct 20

**America Re-Invents Classicism and the Cult of Domesticity, 1885-1915**

**Required Reading:** McAlesters, 320-353; Roth, 265-337.


**PART FOUR: THE RISE AND FALL OF MODERNISM**

Oct 22

The Industrialization of Building Practice
Required Reading: Roth; McAlesters, 238-317.


T. Allan Comp. “Bridge Truss Types.”


Architects and Temples of Commerce: Tall Buildings, 1915-1940

Required Reading: Roth, 339-409.


National Trust for Historic Preservation.

DRAYTON HALL ASSIGNMENT DUE.
Nov 3  
Schisms: Tradition and Innovation in the Burbs. FLW and All That.

Required Reading: McAlesters, 318-474.

Nov 5  
Heat, Light, Air, and Water: Evolution of Plumbing and Electrical Systems in the 20th-Century

Nov 8-9  
FALL ROAD TRIP. WINSTON-SALEM, NC.

Nov 10  
So Long, Frank Lloyd Wright

Required Reading: Roth, 411-473.


Nov 12  
Pure Form/Pure Function

Required Reading: Roth, 475-556.


Nov 17  
The Late 20th-Century Skyline - - Modern and More

ESSAY ON LATE 20TH CENTURY DESIGNER DUE.

Nov 19  
A New Schtick: Post Modernism
Nov 24   The 20th-Century House: New Needs, New Materials

Required Reading: McAlesters, 474-499.


Nov 27-29   THANKSGIVING HOLIDAY

Dec 1   House Whispers: Discovering the Meaning of American Buildings

Required Reading: Upton, Architecture in the United States

REVIEW OF UPTON DUE.

TBD   FINAL EXAMINATION.
FACULTY COMMITTEE ON GRADUATE EDUCATION, CONTINUING EDUCATION
AND SPECIAL PROGRAMS

GRADUATE COURSE PROPOSAL FORM

Contact Name: Allisyn Miller, Admin Coordinator  Email: akmiller1@cofc.edu  Phone: 843-937-9596

Department Name: HSPV  Graduate Program name: Graduate Program in Historic Preservation (HSPV)

Course Prefix, Number, and Title: HSPV 811, Advanced Conservation Science Laboratory

I. CATEGORY OF REVIEW (Check all that apply)

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Date (Semester/Year) the course will first be offered, course changes or deletion will go into effect:

NEW COURSE:

*ATTACH THE SYLLABUS FOR A NEW GRADUATE COURSE to include:

- Course description and objectives
- Method of teaching (e.g., lecture, seminar, on-line, hybrid)
- Required and optional texts and materials
- Graduate School Grading Scale
- Assignments, student learning outcomes and assessment components
- Policies to include attendance, Honor Code, American Disabilities Act statement
- Tentative course schedule with specific topics

List prerequisites and / or other restrictions below

Preq: Enrollment in MSHP/HSPV program, HP 8100/HSPV 810
Will this course be added to the Degree Requirements?

a) ☐ Yes ☒ No

b) If yes, explain

II. NUMBER OF CREDITS and CONTACT HOURS per week

A. Contact Hours
   - Lecture: 3
   - Lab: 
   - Seminar: 
   - Ind. Study: 

B. Credit Hours: 3

Is this course repeatable? ☐ yes ☒ no  If so, how many credit hours may the student earn in this course?

III. CATALOG DESCRIPTION  Limit to 50 words EXACTLY as you want it to appear in the catalog; include prerequisites, co-requisites, and other restrictions. If changing course description, please include both old and new course descriptions.

Advanced practicum in conservation through a specific site or conservation issue.
Preq: Enrollment in MSHP/HSPV program, HP 8100/HSPV 810

IV. RATIONALE / JUSTIFICATION: If course change — please indicate the course change details. If course change or deletion—please provide reasons for change(s) to or deletion of a course. If a new course—briefly address the goals/objectives for the course and the relationship to the strategic plan.

Course added to be in line with Clemson standards and catalog. This course is for advanced students with special interests in materials conservation and architectural forensics builds on required courses completed during the first year of study in the MSHP program and provides a vehicle for students who pursue careers in architectural conservation the venue through which to acquire specialized, advanced skills.
### V. 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>
<tr>
<td><strong>1. Students will develop research and documentation skills in relation to historic architectural surface finishes.</strong></td>
<td>Weekly assignments will determine if the student is progressing satisfactorily with research and documentation of their specific topic.</td>
</tr>
<tr>
<td><strong>2. Students will accumulate, assemble and evaluate physical and historical data related to the built environment.</strong></td>
<td>A mid-term literary review of recent scholarship on specific subjects in architectural finishes analysis will be completed by students in the form of a paper and in class presentation.</td>
</tr>
<tr>
<td><strong>3. Students will test appropriate treatments for the removal of modern latex paints from architectural surface finishes and gain practical laboratory training.</strong></td>
<td>Each student will be assessed on methodology, organization and on repeatability of procedures.</td>
</tr>
<tr>
<td><strong>4. Students will perform treatments of architectural surface finishes in the form of an exposure and cross sectional analysis to gain practical field training.</strong></td>
<td>After research and testing, skills learned will be applied to field work with excellent results anticipated.</td>
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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?

### Broad Learning Outcomes:

1. Students will demonstrate familiarity with and understanding of the history and theory that informs the practice of Historic Preservation in the United States.
2. Students will recognize and describe historic styles, materials and construction systems that have characterized American architecture.
3. Students will develop research and documentation skills in relation to historic structures and landscapes.
4. Students will accumulate, assemble and evaluate physical and historical data related to the built environment.
5. Students will write well.
VII. IMPACT ON EXISTING PROGRAMS and COURSES: Please briefly document the impact and expected changes of this new/changed/deleted course on other departments, programs and courses; if deleting a course—list all departments and programs that include the course; if adding/changing a course—explain any overlap with existing courses in the same or different departments; if adding or deleting a course that will be part of a joint program identify the partner institution.

NO IMPACT on other College of Charleston courses. Revisions are internal only to the HSPV program and are necessary to be in line with Clemson standards for this joint program.

VIII. COSTS ASSOCIATED WITH THE ACTION REQUESTED: List all of the new costs or cost savings, (including new faculty/staff requests, library or equipment, etc.) associated with the action requested. New courses requiring additional resources will need special justification.

NO COSTS ASSOCIATED WITH ACTION REQUESTED.
IX. APPROVAL AND SIGNATURES

Signature of Program Director: ___________________________ Date: 2/15/14

Signature of Department Chair: ___________________________ Date: 2/18/14

Signature of Additional Chair*: ___________________________ Date: ____________

Signature of Schools’ Dean: ___________________________ Date: 2/13/14

Signature of Additional Schools’ Dean*: ___________________________ Date: ____________

Signature of the Provost: ___________________________ Date: 2/24/14

Signature of Budget Director/Business Affairs Office: ___________________________ Date: ____________

*For interdisciplinary courses

Return form to the Graduate School Office for Further Processing

Signature of Chair of the Faculty Committee on Graduate Education, Continuing Education & Special Programs: ___________________________ Date: ____________

Signature of Chair of the Graduate Council: ___________________________ Date: ____________

Signature of Faculty Senate Secretary: ___________________________ Date: ____________

Date Approved by Faculty Senate: ___________________________
ADVANCED ARCHITECTURAL CONSERVATION HP 8110/HSPV 811
ARCHITECTURAL SURFACE FINISHES

PROFESSOR CONTACT INFORMATION:
Frances H Ford
Conservation Lecturer Clemson/College of Charleston
Architectural Conservation Lab 843-937-9569
Office Hours: by appointment only.
fordfh@cofc.edu
Cell: 843-224-0149

This syllabus is subject to change

COURSE DESCRIPTION:
Advanced Conservation will in the spring semester of 2014 investigate and research current scholarship on architectural surface finishes analysis/practice. The class will focus on two specific case studies and project sites where application of skills in recording, analysis and treatment of historic sites will be required to teach the importance and basic processes in finishes analysis to students at Salve Regina University. HSPV 811 students will also conduct sampling and exposures at two sites in Newport, RI and one near Charleston. A final report to our clients will be provided at the end of the semester.

Class will meet at the labs at 292 Meeting and on site at the Richard Morris Hunt masterpiece, Ochre Court, on the campus of Salve Regina University, Newport, RI and at Saint Thomas and Saint Dennis Church in Cainhoy, SC. The ultimate goal will be to present the class findings at an appropriate academic conference and publication.

ASSIGNMENTS AND GRADING
Periodic assignments will cover a variety of topics and activities which will ultimately help focus each student’s research for both the class projects.

Two papers will be required for this class, one to complete by mid-term, the other by the end of the semester. The class will work independently to collect research materials and informally present findings on February 11th. These will be research papers on a specific topic related to our project site. Our ultimate aim will be publication of the final documents which can then be used to secure grants to finance the on-going conservation initiatives at Ochre Court.

A presentation of our early semesters work will be offered to students in the preservation planning studio at Salve the afternoon of February 18, 2014.

Clemson/C of C is using a grading system of A, B, C, D and F. Your papers will be graded using pluses/minuses and a numerical system and the final grade will be the result of the tally.
Individual research paper on architectural finishes 50%
Individual report for the vestry of Saint Thomas and Saint Dennis Church 25%
Individual report for Salve Regina University 25%

<table>
<thead>
<tr>
<th>Grade</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>91%+</td>
</tr>
<tr>
<td>B</td>
<td>81-90%</td>
</tr>
<tr>
<td>C</td>
<td>71-80%</td>
</tr>
<tr>
<td>F</td>
<td>&lt;60%</td>
</tr>
</tbody>
</table>

Academic Integrity:

"As members of the Clemson University community, we have inherited Thomas Green Clemson's vision of this institution as a “high seminary of learning.” Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form."

Class dates:


Phase one:
The class focus will be to review all existing current scholarship on finishes analysis and then design a program of class room, field and laboratory protocol suitable for undergraduate students (at Salve Regina University, Newport, RI) in a historic preservation program or related field.
Topics may include:
The use of physical evidence to help reconstruct the evolution of a building
The importance of historic documentation including family papers, inventories, bills, receipts, photos and drawings etc
The importance of researching the evolution of styles in relationship to the periods of significance in a structure
Methodology; documenting equipment and procedures with the goal of repeatability

Phase two:
HP 811 students will present to undergraduates their curriculum in the theory and mechanics of finishes analysis using classroom presentations and on-site hands on opportunities. Within the limits of the laboratory at Salve analysis and results will be explained. As a result students from both institutions will gain practical field and laboratory training.
Proposed travel week is February 17-21

Phase three:
All samples taken on site will be processed in the lab of the Clemson/College of Charleston Graduate Program in Historic Preservation; analyzed and a report prepared for the client, in this case Salve Regina University.

Phase four:
Finishes analysis will be conducted at St. Thomas and St. Dennis (near Cainhoy). All samples taken on site will be processed in the lab of the Clemson/College of Charleston Graduate Program in Historic Preservation; analyzed and a report prepared for the client.

The use of fluorescent staining, EDS mapping and SEM tests will be used to further confirm pigment identification and assign finish campaigns for both projects to a specific time period in history.

**Suggested text:**

No text is required to be purchased for this course.
Text already the property of the Conservation Lab will be used:

*Painting Materials, a Short Encyclopedia.* Rutherford J. Gettens and George L. Stout

*Paint Handbook.* Guy E. Weismantel

*Paint Research in Building Conservation.* Edited by Line Bregnhoi et al

*Architectural Finishes in the Built Environment.* Edited by Mary A. Jablonski and Catherine R. Matsen

*Paint in America, the Colors of Historic Buildings.* Edited by Rodger Moss.

*Artists pigments, c. 1600-1835.* R.D. Harley.

*Conservation of Easel Paintings.* Edited by Joyce Hill Stoner and Rebecca Rushfield.

Contact Name: Allisyn Miller, Admin Coordinator    Email: akmiller1@cofc.edu    Phone: 843-937-9596

Department Name: HSPV    Graduate Program name: Graduate Program in Historic Preservation (HSPV)

Course Prefix, Number, and Title: HSPV 619, Investigation, Documentation, Conservation

Change to: HSPV 819, Investigation, Documentation, Conservation

I. CATEGORY OF REVIEW (Check all that apply)

NEW COURSE    CHANGE COURSE    DELETE COURSE

□ New Course    □ Change Number (IV, VII, VIII, IX)    □ Delete Course (IV, VII, IX)
(attach syllabus*)    □ Change Title (IV, VII, VIII, IX)
□ Change Credits/Contact hours (II, IV, VII, IX)
□ Prerequisite Change (IV, VII, VIII, IX)
□ Edit Description (III, IV, VII, VIII, IX)

□ Approve for Cross-listing (attach Graduate Permission to Cross-list Form)

Date (Semester/Year) the course will first be offered, course changes or deletion will go into effect:

NEW COURSE:

*ATTACH THE SYLLABUS FOR A NEW GRADUATE COURSE to include:

- Course description and objectives
- Method of teaching (e.g., lecture, seminar, on-line, hybrid)
- Required and optional texts and materials
- Graduate School Grading Scale
- Assignments, student learning outcomes and assessment components
- Policies to include attendance, Honor Code, American Disabilities Act statement
- Tentative course schedule with specific topics

List prerequisites and / or other restrictions below
Will this course be added to the Degree Requirements?

a) ☐ Yes  ☐ No.

b) If yes, explain

II. NUMBER OF CREDITS and CONTACT HOURS per week

<table>
<thead>
<tr>
<th>A. Contact Hours</th>
<th>Lecture</th>
<th>Lab</th>
<th>Seminar</th>
<th>Ind. Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

B. Credit Hours 6

Is this course repeatable? ☐ yes  ☑ no  If so, how many credit hours may the student earn in this course?

III. CATALOG DESCRIPTION Limit to 50 words EXACTLY as you want it to appear in the catalog; include prerequisites, co-requisites, and other restrictions. If changing course description, please include both old and new course descriptions.

OLD [HSPV 619]: This is an interdisciplinary course that will follow a project through each of the three phases-investigation, documentation and conservation - in order to give the student applied skills in research and cultural resource assessment methodology. The class project will vary each semester.

NEW [HSPV 819]: A course designed to integrate multiple preservation skills by creating a professionally presented documentation and analysis project. This course prepares students to “read” and record the material fabric of historic buildings and landscapes and provides a platform for field experience in architectural descriptions, photography, measured drawings, and landscapes.

Prep: Enrollment in MSHP/HSPV program

IV. RATIONALE / JUSTIFICATION: If course change – please indicate the course change details. If course change or deletion—please provide reasons for change(s) to or deletion of a course. If a new course—briefly address the goals/objectives for the course and the relationship to the strategic plan.

Number changed to be in line with Clemson standards for this joint program.
Description revised to match current course content.
Prerequisites clarify the enrollment requirement.
Title remains the same.
Updated syllabus attached.

V. 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. Students will be able to produce the components of a historic structures report</td>
<td>Final Historic Structures Report- style document submitted by the class for feedback and grading</td>
</tr>
<tr>
<td>2. Students will practice skills by producing accurate and detailed measured drawings.</td>
<td>Documentation Assignment- a set of drawings depicting the resource submitted for a grade</td>
</tr>
<tr>
<td>3. Students will learn to conduct well supported analysis of existing fabric.</td>
<td>Investigation Assignments- a set of assignments designed to evaluate students’ analysis of existing fabric</td>
</tr>
<tr>
<td>4. Students will learn to analyze historic finishes and the historic landscape.</td>
<td>Conservation Assignment- a finish analysis report submitted for a grade. Landscape Workshop Participation- drawings and a graphic report presented for a grade.</td>
</tr>
</tbody>
</table>

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?

The Student Learning Outcomes outlined above articulate directly with the MSHP program’s primary pedagogical goals and with the learning objectives adopted by it and approved by the College:
**Overarching Goal:** To prepare future preservationists to employ a broad range of approaches and strategies useful for managing the built environment.

**Applicable Broad Learning Outcomes:**
1. Students will recognize and describe historic styles, materials and construction systems that have characterized American architecture.
2. Students will develop research and documentation skills in relation to historic structures and landscapes.
3. Students will accumulate, assemble and evaluate physical and historical data related to the built environment.
4. Students will write well.

**VII. IMPACT ON EXISTING PROGRAMS and COURSES:** Please briefly document the impact and expected changes of this new/changed/deleted course on other departments, programs and courses; if deleting a course—list all departments and programs that include the course; if adding/changing a course—explain any overlap with existing courses in the same or different departments; if adding or deleting a course that will be part of a joint program identify the partner institution.

NO IMPACT on other College of Charleston courses. Revisions are internal only to the HSPV program and are necessary to be in line with Clemson standards for this joint program.

**VIII. COSTS ASSOCIATED WITH THE ACTION REQUESTED:** List all of the new costs or cost savings, (including new faculty/staff requests, library or equipment, etc.) associated with the action requested. New courses requiring additional resources will need special justification.

NO COSTS ASSOCIATED WITH ACTION REQUESTED.
IX. APPROVAL AND SIGNATURES

Signature of Program Director:  [Signature]
Date: 2.15.19

Signature of Department Chair:  [Signature]
Date: 2.15.19

Signature of Additional Chair*:  

Signature of Schools’ Dean:  [Signature] B. Mon
Date: 2.17.16

Signature of Additional Schools’ Dean*:  

Signature of the Provost:  [Signature]
Date: 2.24.16

Signature of Budget Director/Business Affairs Office:  

Date: 

*For interdisciplinary courses

Return form to the Graduate School Office for Further Processing

Signature of Chair of the Faculty Committee on Graduate Education, Continuing Education & Special Programs:  

Date: 

Signature of Chair of the Graduate Council:  

Date: 

Signature of Faculty Senate Secretary:  

Date: 

Date Approved by Faculty Senate:  

Professors:
Frances Ford [FF] fordff@cofc.edu (843-224-0149)
Kristopher King [KK] kristopherbking@gmail.com (843-412-1017)
Andrew Kohr [AK] Andrew.Kohr@santec.com
Amalia Leifeste [AL] aleifes@clemson.edu (843-937-9598)

Guest lecturers:
Mark Schara [MS] with the Historic American Building Survey
Willie Graham [WG] with the Colonial Williamsburg Foundation

CLASS OBJECTIVES: This course synthesizes newly taught construction, architectural investigation, measuring, recording and conservation lab skills to produce a mini-historic structures report for a built project, including finishes and analysis of the historic landscape and context. Emphasis is placed on high quality accurate work that is presented in a professional-quality deliverable. Course content will address construction technologies employed in American buildings of the eighteenth, nineteenth, and early twentieth centuries. The course will introduce the student to the broader trends and developments in American building practice. The course will also focus on onsite investigations that will allow the student to learn more about how these trends and developments apply to Charleston and the Lowcountry. Scheduling, time management and production efficiency skills will be emphasized.

LEARNING OUTCOMES: Students will be able to produce the components of a historic structures report, specifically, accurate and detailed measured drawings, and well supported analysis of existing fabric, finishes and the historic landscape.

READINGS:
Required:

Strongly Recommended:

Recommended Resources:

In addition to the textbooks, assigned readings will be distributed by the professors.

INVESTIGATION ASSIGNMENT: In order to effectively deal with the challenges to preserve, adapt, and reuse existing building resources, it is important that one be familiar and conversant with the materials and methods used in the construction of those buildings. In this course, we will closely examine a variety of buildings, in terms of design concept, structural rationale, construction procedure and materials (stone and brick masonry, wood framing, roofing, millwork, plaster, hardware, mechanical systems, etc.). Students will complete multiple assignments through the investigation portion of the course. These specific assignments will be outlined in separate assignment sheets.

DOCUMENTATION ASSIGNMENT: At the end of the documentation section of the course, each student will submit a 3-ring binder notebook with tabs for photographs, field notes, and final drawings. Photographs are to be printed at 4x6 with a caption labeling what is depicted. Field notes are to be labeled and dated. Final drawings are to be printed on 11x17 without borders but to a noted scale. See sample notebooks laid out in studio. This is a ‘work-in-progress’ submission in that the drawings contained in the documentation assignment will be amended to include information from the other portions of the course, and will be re-presented in the final deliverable for the course.

LANDSCAPE DOCUMENTATION AND INVESTIGATION ASSIGNMENT: The deliverable for the landscape documentation and investigation portion of the course is the production of work during the Total Station and Cultural Landscape workshop, and will be indicated by the professor in separate discussion and handouts.

CONSERVATION LAB ASSIGNMENT: Each student will be required to turn in two paint analysis documents per sample; documentation of sample location/procedure methodology and a stratigraphy sheet with cross sectional analysis. These documents will be returned with comments before the final drafts are due. The conservation lab assignment will be included in the final IDC product.

FINAL IDC PRODUCT: The final product is a color, bound report with an architectural description, a synthesized summary of the history of the project, 11x17 foldouts of measured drawings, sheets depicting the paint analysis exercise, and documentation of the landscape investigation. As a class, turn in 5 copies of the final report, one for each professor and one for the property owner. The contents of this report will be shared in the final presentation. Feedback and suggestions made during the presentation should be incorporated before submission of the final report.

GRADING POLICY: Clemson University grades on a system of A, B, C, D, and F without pluses and minuses.

A--Excellent Indicates work of a very high quality, the highest grade given.
B--Good Indicates work that is above average though not of the highest quality.
C--Fair Indicates work of average to weak quality, the lowest passing grade.
F--Failed

GRADE COMPOSITION:

Investigation Assignments- Kristopher 50%
Documentation Assignment-Amalia 15%
Conservation Assignment-Frances  15%
Workshop Participation  10%
Final IDC Product  10%

ATTENDANCE: Attendance is compulsory. Students are expected to wait fifteen minutes if the instructor is late to arrive. In the event of an emergency, the student should make direct contact with the course instructor, preferably before a class or an exam takes place. Students should speak with their course instructors regarding any scheduled absence as soon as possible and develop a plan for any make-up work.

BIBLIOGRAPHIC FORMAT: All written work must conform to the Chicago Manual of Style, the authoritative source for the form of bibliographic citation the MSHP program has adopted. No other format (e.g. MLA or APA) is acceptable. Students may consult Kate L. Turabian, A Manual for Writers, or an equivalent abridgement of the Chicago Manual of Style. [Note the most recent versions of the Chicago Manual of Style (15th) and Turabian (7th) include updated information for electronic citations. Be sure to use the newest editions.]

Please consider the following as well:

COMPUTER CRASHES: Hard drive crashes and other computer woes will not be accepted as excuses for late submission. Students should, given the complexity of the research task they will pursue, be sure that they maintain adequate backup copies of all aspects of their work.

CLEMSON UNIVERSITY ACADEMIC INTEGRITY: As members of the Clemson University Community, we have inherited Thomas Green Clemson’s vision of this institution as a high seminary of learning. Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating or stealing in any form.

CLEMSON UNIVERSITY DISABILITY ACCESS: It is University policy to provide on a flexible and individual basis reasonable accommodations for students with disabilities. Students are encouraged to contact Student Disability Services to discuss their individual needs for accommodation.
<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>T</td>
<td>August 26</td>
<td>• The course outline will be discussed, along with the required assignments and major projects. As a general introduction to early construction technology, several preservation projects will be discussed as case studies. We will also discuss professional practice and the conduct expected of students.</td>
</tr>
<tr>
<td>T</td>
<td>August 26</td>
<td>• Reading: 1. HABS guide to field work 2. HABS guide to measured drawings 3. Excerpt from Thomas Carter and Elizabeth Collins Cromley’s Invitation to Vernacular Architecture, posted on Blackboard [Bb]. 4. ‘Overview’ chapter from John A. Burns/the National Park Service’s Recording Historic Structures textbook</td>
</tr>
<tr>
<td>Th</td>
<td>August 28</td>
<td>• The course outline will be discussed, along with the required assignments and major projects. As a general introduction to early construction technology, several preservation projects will be discussed as case studies. We will also discuss professional practice and the conduct expected of students.</td>
</tr>
<tr>
<td>Th</td>
<td>August 28</td>
<td>Assignment 1 given*- create Preservation Curriculum Vitae:</td>
</tr>
<tr>
<td>T</td>
<td>September 2</td>
<td>• An Introduction to Construction Technology and Architectural Investigation. The architectural investigation process will be introduced, as well as a general introduction to early construction technology. Several preservation projects will be discussed as case studies, accompanied by a site visit to house recently restored to begin an introduction to building systems and components, as well as to see how a structure’s evolution can be hidden and subsequently discovered and explored.</td>
</tr>
<tr>
<td>T</td>
<td>September 2</td>
<td>• Reading: 1. HABS guide to photography 2.</td>
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<tr>
<td>WG</td>
<td>Historic Structures textbook 3. As distributed by the guest lecturer</td>
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<tr>
<td></td>
<td><strong>Photography- Guest Lecturer</strong></td>
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<tr>
<td></td>
<td>Review equipment and technique in class</td>
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<tr>
<td></td>
<td>Photography field work, 3:00-5:00</td>
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<td></td>
<td>Documentation subject selection</td>
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<td><strong>Th</strong></td>
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<td></td>
<td><strong>September 4</strong></td>
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<td></td>
<td>• An Introduction to Construction Technology and Architectural Investigation. The architectural investigation process will be introduced, as well as a general introduction to early construction technology. Several preservation projects will be discussed as case studies, accompanied by a site visit to house recently restored to begin an introduction to building systems and components, as well as to see how a structure’s evolution can be hidden and subsequently discovered and explored.</td>
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<td></td>
<td><strong>Assignment No. 2 given</strong></td>
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<td><strong>T</strong></td>
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<td></td>
<td><strong>September 9</strong></td>
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<td></td>
<td>• <strong>Walking Tour:</strong> Charleston contains a remarkable collection of residential, commercial and public buildings dating from the early eighteen century through the twentieth century. A walking tour affords the opportunity to examine a wide variety of building materials and assemblies. We will review how to examine a building from the street (reading window spacing, location, # of flues, etc..) as a basis for the architectural investigation process. We will also begin to explore how variations, and conversely similarities can inform us about the evolution of a structure or neighborhood.</td>
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<td></td>
<td><strong>T</strong></td>
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<tr>
<td></td>
<td><strong>September 9</strong></td>
<td></td>
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<tr>
<td></td>
<td>• <strong>Reading:</strong> review 1. HABS guidelines to field measuring 2. ‘Measured Drawings’ chapter from Recording Historic Structures textbook</td>
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<tr>
<td></td>
<td><strong>Measured Drawings</strong></td>
<td></td>
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<tr>
<td></td>
<td>Review architectural drawings and field measuring and recording technique in class</td>
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</tr>
<tr>
<td></td>
<td>Measured drawing field work, 3:00-5:00</td>
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<tr>
<td></td>
<td>Assign students to the space they will be documenting/groups for field measuring</td>
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<tr>
<td></td>
<td>CAD work after class meeting hours inputting your field measurements</td>
<td></td>
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<tr>
<td>Date</td>
<td>Time</td>
<td>Location</td>
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<tr>
<td>Th 11-12:30</td>
<td>September 11</td>
<td>KK</td>
</tr>
<tr>
<td>T 11-12:30</td>
<td>September 16</td>
<td>KK</td>
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<tr>
<td>Th 11-12:30</td>
<td>September 18</td>
<td>KK</td>
</tr>
<tr>
<td>T 11-12:30</td>
<td>September 23</td>
<td>KK</td>
</tr>
</tbody>
</table>
products and methods such as precast, cast in place, and CMU construction. Additional emphasis will be placed on the material properties of concrete and cement. The use of cement in historic structures will be addressed.

Assignment No. 2 will be due

<table>
<thead>
<tr>
<th>T</th>
<th>September 23</th>
<th>• Due: draft of documentation assignment [detailed description to follow] submitted by the end of the class session</th>
</tr>
</thead>
</table>

**Measured Drawings**
CAD + field work as required.

<table>
<thead>
<tr>
<th>Th</th>
<th>September 25</th>
<th>• Masonry Construction: Concrete &amp; Cement Concrete has become one of the most important materials used in construction today. We will examine the history and use of concrete in American building practice. We will also examine contemporary concrete products and methods such as precast, cast in place, and CMU construction. Additional emphasis will be placed on the material properties of concrete and cement. The use of cement in historic structures will be addressed</th>
</tr>
</thead>
</table>

Assignment No. 3 will be given

<table>
<thead>
<tr>
<th>T</th>
<th>September 30</th>
<th>• Frame and Wood Construction: The US is a nation built by wood. No other material in US history has yet to rival its low cost and availability. We will first look at the common species found in construction as well as regional variations thereof. We will review the entire process from felling to construction. We will review the evolution of wood prep, as well as how framing evolves over the course of American history. We will also review contemporary wood products and practices. The use of wood as a structural material in buildings will be examined. Included in the discussion will be bearing walls, floor and roof framing systems, methods of fabrication and assembly</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>T</th>
<th>September 30</th>
<th><strong>Measured Drawings</strong> CAD + field work as required.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>2-5</th>
<th>SEPTEMBER 23</th>
<th>• Due: draft of documentation assignment [detailed description to follow] submitted by the end of the class session</th>
</tr>
</thead>
</table>

**Measured Drawings**
CAD + field work as required.
<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Th 11-12:30 KK</td>
<td>October 2</td>
<td>Site visit re: Frame and Wood Construction Assignment No. 3 due</td>
</tr>
<tr>
<td>T 11-12:30 KK</td>
<td>October 7</td>
<td>- <strong>Wood Construction (cont.):</strong> The use of wood as a finish and decorative material in buildings will be examined. Included in the discussion will be sidings, flooring, paneling, etc. as well as methods of fabrication and assembly and architectural details. An overview and introduction to Dendrochronology will also be discussed. The history and evolution of nails will also be presented.</td>
</tr>
<tr>
<td>T 2-5 AL</td>
<td>October 7</td>
<td>• <strong>AND site visit</strong></td>
</tr>
<tr>
<td>Th 11-12:30 KK</td>
<td>October 9</td>
<td>• <strong>Details:</strong> Stuccoes, Mortars, Plaster, Terra cotta, Cast Stone, Roofing, and Windows: The design, fabrication and installation of these components will be reviewed, with specific applications and case studies dating from the early eighteenth century through the early twentieth centuries. • <strong>AND site visit</strong></td>
</tr>
<tr>
<td>October 14-16</td>
<td></td>
<td>FALL BREAK</td>
</tr>
</tbody>
</table>

**Guest Lecturer**
Total Station + Cultural Landscapes Workshop

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Date</th>
<th>Session Details</th>
</tr>
</thead>
</table>
| Th   | 11-12:30 | KK | October 26 | **Period Materials and Tools: Types & Use**  
Introduction to traditional and indigenous building materials, manufacturing practices and sources; introduction and hands-on use of period tools used in the design and construction of historic buildings. Emphasis will be placed on the layout process: we will review how a house was laid out and constructed with the use of tape measures, laser level, power tools, and architectural plans. The use of proportion, ratios, and the term, “REGULAR” are key concepts to be presented. |
| T   | 11-12:30 | KK | October 28 | Site Visit |
| T   | 2-5 | FF | October 28 | **READINGS: Preservation Brief # 37 Appropriate Methods for Reducing Lead-Paint Hazards in Historic Housing**, by Sharon C. Park, AIA, and Douglas C. Hicks, online.  
Explanation of paint analysis  
Purpose and procedure  
Set-up for analysis |
| Th   | 11-12:30 | KK | October 30 | **Introduction to the Georgian House**  
In order to understand the structures of early America, one must be familiar with Georgian Architecture. An overview of this manner of architecture will be presented, including a brief overview and analysis of English vs. American Georgian. There will be a presentation of a typical Georgian Residence to begin to illustrate how period materials, details, and construction methods can inform the architectural investigation process. And in-depth examination of the details of the house will provide the basis for understanding how to date the various components of a structure  
AND Site Visit |
| T   | 11- |  | November 4 | Introduction to the Adam Style (Federal) House  
This will be a continuation of our examination of Georgian Architecture. Emphasis will be placed on |
<table>
<thead>
<tr>
<th>Time</th>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>12:30</td>
<td>November 4</td>
<td><strong>READINGS:</strong> How paint archeology and analysis helped to decipher the Aiken-Rhett house and its outbuildings, Susan Buck. Handout. On site to take sample 2:00-4:00 Lab to set samples for analysis 4:00-5:00</td>
</tr>
<tr>
<td></td>
<td>November 6</td>
<td>Site Visit</td>
</tr>
<tr>
<td></td>
<td>November 11</td>
<td><strong>Transition and change in architecture</strong> Continuing on in our examination of Architectural modes and manners of the Nineteenth Century, we will explore the transition from the Federal Style into the classical Revival modes: Roman Revival, Greek Revival, Gothic Revival, Egyptian Revival, Italianate up to the Queen Anne and Second Empire Styles of the Victorian era.</td>
</tr>
<tr>
<td></td>
<td>November 11</td>
<td>Lab work Preparation of cross-sections <strong>Due:</strong> Methodology sheets [detailed description to follow]</td>
</tr>
<tr>
<td></td>
<td>November 13</td>
<td><strong>Interior Trim: Components and Construction</strong> Site Visit - Historic Charleston warehouse – Physical Inspection, analysis, and documentation of architectural archives collection – Interior &amp; exterior trim components. As details and decorations are often changed and updated in historic houses, it is important to begin to build a vocabulary and understanding of different period styles, so that one may begin to identify periods of ornamentation.</td>
</tr>
<tr>
<td></td>
<td>November 18</td>
<td>Site Visit</td>
</tr>
<tr>
<td>13 FF</td>
<td>November 18</td>
<td>Cross-sectional analysis Photomicrographs <strong>Due December 3:</strong> Stratigraphy sheets [detailed description to follow] [Discussion of final deliverable]</td>
</tr>
<tr>
<td></td>
<td>November 20</td>
<td>Building Analysis: 43 Meeting Street Based on what we have learned, we will conduct a field examination of c. 1798 Early Federal Style Charleston</td>
</tr>
<tr>
<td>Time</td>
<td>Date</td>
<td>Event</td>
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<td>--------------------------------------------</td>
</tr>
<tr>
<td>12:30</td>
<td>December 3</td>
<td>FINAL PRESENTATION</td>
</tr>
<tr>
<td></td>
<td>December 6</td>
<td>FINAL DELIVERABLES DUE</td>
</tr>
</tbody>
</table>

single House. The students will break into teams and document the materials, styles, and methodologies used in the house. The findings will then enable the class to develop a comprehensive overview of the physical development of the structure.
Contact Name: Allisyn Miller, Admin Coordinator Email: akmiller1@cofc.edu Phone: 843-937-9596

Department Name: HSPV Graduate Program name: Graduate Program in Historic Preservation (HSPV)

Course Prefix, Number, and Title: HSPV 821, Historic Preservation and Public Memory

1. CATEGORY OF REVIEW (Check all that apply)

<table>
<thead>
<tr>
<th>NEW COURSE</th>
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<th>DELETE COURSE</th>
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</thead>
<tbody>
<tr>
<td>☑ New Course</td>
<td>□ Change Number (IV, VII, VIII, IX)</td>
<td>□ Delete Course (IV, VII, IX)</td>
</tr>
<tr>
<td>(attach syllabus*)</td>
<td>□ Change Title (IV, VII, VIII, IX)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Change Credits/Contact hours (II, IV, VII, IX)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Prerequisite Change (IV, VII, VIII, IX)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Edit Description (III, IV, VII, VIII, IX)</td>
<td></td>
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☐ Approve for Cross-listing (attach Graduate Permission to Cross-list Form)

Date (Semester/Year) the course will first be offered, course changes or deletion will go into effect: Fall 2014

NEW COURSE:

*ATTACH THE SYLLABUS FOR A NEW GRADUATE COURSE to include:

- Course description and objectives
- Method of teaching (e.g., lecture, seminar, on-line, hybrid)
- Required and optional texts and materials
- Graduate School Grading Scale
- Assignments, student learning outcomes and assessment components
- Policies to include attendance, Honor Code, American Disabilities Act statement
- Tentative course schedule with specific topics

List prerequisites and / or other restrictions below

Preq: Enrollment in MSHP/HSPV program, HP 808/HSPV 8080
Will this course be added to the Degree Requirements?

a) ☐ Yes ☒ No

b) If yes, explain

II. NUMBER OF CREDITS and CONTACT HOURS per week

A. Contact Hours

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Lab</th>
<th>Seminar</th>
<th>Ind. Study</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

B. Credit Hours 3

Is this course repeatable? ☐ yes ☒ no If so, how many credit hours may the student earn in this course?

III. CATALOG DESCRIPTION Limit to 50 words EXACTLY as you want it to appear in the catalog; include prerequisites, co-requisites, and other restrictions. If changing course description, please include both old and new course descriptions.

A seminar that explores the creation of public memory through commemorations, festivals, museum exhibits, historic sites, monuments, and other historic preservation activities.

Preq: Enrollment in MSHP/HSPV program, HP 808/HSPV 8080

IV. RATIONALE / JUSTIFICATION: If course change – please indicate the course change details. If course change or deletion—please provide reasons for change(s) to or deletion of a course. If a new course—briefly address the goals/objectives for the course and the relationship to the strategic plan.

This new course is being proposed for inclusion in MSHP curriculum to (1) provide venue for current faculty teaching and research interests, (2) create vehicle through which advanced graduate students can pursue research opportunities that address local and regional research requests, and (3) ensure that the MSHP curriculum is consonant with broad current trends in historic preservation scholarship.

Understanding how historical memory is shaped and transmitted is fundamental to understanding the broader Intellectual contexts within which historic preservation professional work.
### V. STUDENT LEARNING OUTCOMES and ASSESSMENT

<table>
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<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
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<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. Demonstrate conversancy with theories of collective and historical memory. | 1. Participation in class discussion and peer evaluation of content and frequency of participation.  
2. Successful completion of proposal for research assignment. |
| 2. Demonstrate ability to analyze the historical context and shifting content of historical memory of events and movements celebrated and marked by public events, memorials, or preservation initiatives. | 1. Peer evaluation of oral research report.  
2. Successful completion of semester-long research project. |
| 3. Demonstrate ability to design and complete independent research exploration of a symbolically expressed historical memory. | 1. Successful completion of semester-long research project |

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?

The Student Learning Outcomes outlined above for articulate directly with the MSHP program’s primary pedagogical goals and with the learning objectives adopted by it and approved by the College:

**Overarching Goal:** To prepare future preservationists to employ a broad range of approaches and strategies useful for managing the built environment.

**Broad Learning Outcomes:**

1. Students will demonstrate familiarity with and understanding of the history and theory that informs the practice of Historic Preservation in the United States.

2. Students will recognize and describe historic styles, materials and construction systems that have characterized American architecture.

3. Students will develop research and documentation skills in relation to
4. Students will accumulate, assemble and evaluate physical and historical data related to the built environment.

5. Students will write well.

**VII. IMPACT ON EXISTING PROGRAMS and COURSES:** Please briefly document the impact and expected changes of this new/changed/deleted course on other departments, programs and courses; if deleting a course—list all departments and programs that include the course; if adding/changing a course—explain any overlap with existing courses in the same or different departments; if adding or deleting a course that will be part of a joint program identify the partner institution.

NO IMPACT on other College of Charleston courses. Revisions are internal only to the HSPV program and are necessary to be in line with Clemson standards for this joint program.

**VIII. COSTS ASSOCIATED WITH THE ACTION REQUESTED:** List all of the new costs or cost savings, (including new faculty/staff requests, library or equipment, etc.) associated with the action requested. New courses requiring additional resources will need special justification.

NO COSTS ASSOCIATED WITH ACTION REQUESTED.
IX. APPROVAL AND SIGNATURES

Signature of Program Director: 

Date: 2/10/14

Signature of Department Chair: 

Date: 2/18/14

Signature of Additional Chair*: 

Date: 

Signature of Schools’ Dean: 

Date: 2/19/14

Signature of Additional Schools’ Dean*: 

Date: 

Signature of the Provost: 

Date: 2/20/14

Signature of Budget Director/Business Affairs Office: 

Date: 

*For interdisciplinary courses

Return form to the Graduate School Office for Further Processing

Signature of Chair of the Faculty Committee on Graduate Education, Continuing Education & Special Programs: 

Date: 

Signature of Chair of the Graduate Council: 

Date: 

Signature of Faculty Senate Secretary: 

Date: 

Date Approved by Faculty Senate: 

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In his second inaugural address President Abraham Lincoln suggested, when it was still uncertain that the nation could reunite itself, that “the mystic chords of memory,” the web of history that connects region to region and generation to generation, would play a role in healing the nation’s wounds. Lincoln knew, as you do, that there were in American history themes that could draw the nation closer together. Lincoln knew, and so do you, that the nation would thrive if it focused on themes of unity and cohesion rather than themes of disharmony and dissenstion. While memory of America’s shared history was, in the winter of 1864, possible political tonic for the nation, it was also among the sources of what has been called “our national amnesia” about some historical subjects. The search for a shared past, for a unifying past, encouraged the nation when the war concluded and the era of Reconstruction began, to look past its shortcomings, its failures and its historical unpleasantries. That search was successful and became, ironically, one of the sources of our general failure as a nation to include most Americans in our own history. You already know from previous course work in historic preservation that, beginning in the 1960s, the “New Social History” began to recover some of the nation’s “lost history.” You know too that historic preservation has been active in gathering what some scholars and activists have called “recovered memory,” one of the unanticipated, but beneficial, consequences of the preservation movement’s effort to connect the nation’s future to its past by saving its historic places and buildings.

This seminar will explore the role of memory of things historical in American life and culture. Historic preservationists know, as well as any Americans, that historical memory connects our national past to our present and future and that historical memory is shaped by, and depends upon, purposeful tending. This course will, through discussion of assigned readings and a research project, examine how what is sometimes called public memory is created, edited, shaped and shared through processes that include commemorations, festivals, museum exhibits, historic sites, and monuments. It will be grounded in subjects that are pertinent to the disciplines and professional areas, among them historic house museums and museum exhibits, that contribute to the larger endeavor we call historic preservation. Our broad goal will be building an understanding of, first, how civic memory creates shared understandings of our past and, second, history’s relevance to how we perceive ourselves, our culture, and our national purpose. Our exploration of how public memory is created will also give us an opportunity to consider how historical memory reflects regional and national attitudes.

**LEARNING OUTCOMES.**

Students who complete this course will

1. Demonstrate advanced understanding of theories of historic memory
2. Demonstrate advanced understanding of the role historical memory has played in shaping historic preservation efforts
3. Demonstrate advanced ability to analyze historical monuments, organizations, movements and publications identifying and explaining the historical and public purposes for which they were created

**COURSE REQUIREMENTS:**

I. **Readings.** The following books are available in the College Bookstore and, since they will shape our discussion of history, historic preservation and public memory, are **required**:

Seth Bruggmann, *Here, George Washington Was Born: Memory, Material Culture and the Public History of a National Monument*

Thomas A. Dejardin, *These Honored Dead: How the Story of Gettysburg Shaped American Memory*

Dolores Hayden, *The Power of Place: Urban Landscapes as Public History*
You should also have access to the following:

David Lowenthal, *The Past is a Foreign Country*
Stephanie Yuhl, *A Golden Haze of Memory: The Making of Historic Charleston*

Yuhl was the assigned summer reading in 2010; Lowenthal was assigned for IIP 610 in Fall 2011.

II. Assignments. To energize our discussion of how public memory is shaped, we will address three out-of-class assignments.

Assignment #1: Paul Revere Rides Again consists of two parts: First, send me [chudgin@clemson.edu] by noon on January 25 an electronic image that depicts Paul Revere. I will then gather these images into a Power Point slides that will guide our discussion later that afternoon of the iconography of Paul Revere and his famous ride “on the nineteenth of April of Seventy Five.” Second, bring to class on January 25 a 1 to 2-page analysis of the traits of person and “facts” of history that the image you submitted conveys.

Assignment #2: Two Parks is an opportunity for us to assess the messages conveyed by the monuments, markers, memorials, and plaques that populate White Point Gardens and Marion Square. We will divide into two teams, each one to be responsible for bringing to class on February 29 reports that enumerate the memorials we record in both parks, summarize the intentions of the memorials and conclude with summary analysis of what they convey about historical memory in Charleston.

Assignment #3: Revolution or Rebellion will give us a chance to explore the presence of two large events, the American Revolution and America’s Civil War, in Charleston’s civic fabric and what we find reflects our city’s memory of these events and the image the city has projected, for its citizens and for tourists. We will, again working in teams, survey the city below Calhoun Street for monuments, markers, plaques, and memorials so that we can conduct a contextual analysis of these objects. We will conclude the semester with this project due on April 30.

III. ATTENDANCE AND ETIQUETTE: I’ll be there; you should too. We will begin promptly at 2:00; allow sufficient time to reach off-campus meetings. Attendance is compulsory unless you have an approved absence arranged by prior permission, a verified illness or family emergency. When we meet distinguished members of the historic preservation community during the course of the semester, we will comport ourselves as professionals.

IV. CLASS PARTICIPATION: Your active involvement in discussions will be critical to the success of this class. How historic preservation succeeds, now and in the future, will become clear only if we talk to each other. I expect all of you to come prepared to discuss all of the assigned readings. Finally, because much of the course does turn on your understanding of the readings, you should make and retain notes on each assigned text.

V. PERSONAL COMPUTERS, PDAs, and CELL PHONES: Leave them at home. If you have a compelling need to bring your computer to class, please make an appointment with me so that we can craft an accommodation.

VI. EVALUATION AND GRADING: Your grade will be a composite of all course assignments:

<table>
<thead>
<tr>
<th>Class participation:</th>
<th>30%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paul Revere</td>
<td>15%</td>
</tr>
<tr>
<td>Two Parks</td>
<td>25%</td>
</tr>
<tr>
<td>Revolution or Rebellion</td>
<td>30%</td>
</tr>
</tbody>
</table>

VIII. GRADES: The following standards will be applied:

A = Excellent (90 – 100) Indicates work of a very high quality, the highest grade given.
B = Good (80-89) Indicates work that is above average though not of the highest Quality.
C = Fair (70-79) Indicates work of average to weak quality, the lowest passing grade.
F = Failed
IX CLEMSON UNIVERSITY ACADEMIC INTEGRITY: As members of the Clemson University Community, we have inherited Thomas Green Clemson’s vision of this institution as a high seminary of learning. Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating or stealing in any form.

X. CLEMSON UNIVERSITY DISABILITY ACCESS: It is University policy to provide on a flexible and individual basis reasonable accommodations for students with disabilities. Students are encouraged to contact Student Disability Services to discuss their individual needs for accommodation.

XI OFFICE HOURS: I will maintain office hours from 10:00 until 11:00 on Mondays and Tuesdays and 1:00 until 2:00 on Monday and Wednesdays. I am also available by appointment and can be reached by e-mail, should you need to communicate with me electronically, at chudgin@clemson.edu. My office phone number is 843.937.9567.

CLASS SCHEDULE

I reserve the right to alter the topic of any class meeting, but the days on which papers, readings, and tests are due will not be changed.

CLASS TOPIC

UNIT ONE: THE NATURE OF HISTORICAL MEMORY

February 1 Memory, Mount Vernon and Why House Museums Mattered

Reading:
Patricia West, Domesticating History: The Political Origins of America’s House Museums, 1
February 8
Memory, Little Women and Museums for Other Americans

Reading:
Patricia West, *Domesticating History: The Political Origins of America's House Museums*, II

February 15
More George

Reading:
Seth Bruggmann, *Here, George Washington Was Born: Memory, Material Culture and the Public History of a National Monument*

UNIT THREE: SHAPING THE CIVIL WAR

February 22
What Happened at Gettysburg

Reading:
Thomas A. Dejeardin, *These Honored Dead: How the Story of Gettysburg Shaped American Memory*, I (1-126)

February 29
Death and Reconciliation

Reading:
Thomas A. Dejeardin, *These Honored Dead: How the Story of Gettysburg Shaped American Memory*, II (127-206)

Second Assignment Due.

March 7
SPRING BREAK

March 14
Playing the Past

Reading:
Tony Horwitz, *Confederates in the Attic*

UNIT FOUR: HISTORY AND CONTESTED SPACES

March 21
Monuments and Memorials

Reading:
Kirk Savage, *Monument Wars*, I

March 28
Remembering the Old with Things New

Reading:
Kirk Savage, *Monument Wars*, II

April 4
History Written in Landscapes

Reading:
Dolores Hayden, *The Power of Place: Urban Landscapes as Public History*

UNIT FIVE: A RECENT BATTLE FOR THE PAST

April 11
By the Bomb’s Early Light

Reading:
Edward Linenthal and Tom Engelhardt, eds., *History Wars: The Enola Gay and Other Battles for the American Past*, I (1-114)

April 18
Battling for Ownership of the Past

Reading:
LAST CLASS

April 30 RESEARCH PROJECT DUE.
Contact Name: Allisyn Miller, Admin Coordinator  
Email: akmiller1@cofc.edu  
Phone: 843-937-9596

Department Name: HSPV  
Graduate Program name: Graduate Program in Historic Preservation (HSPV)

Course Prefix, Number, and Title: HSPV 822, Vernacular Places and Spaces

I. CATEGORY OF REVIEW (Check all that apply)

<table>
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☐ Approve for Cross-listing (attach Graduate Permission to Cross-list Form)

Date (Semester/Year) the course will first be offered, course changes or deletion will go into effect:

NEW COURSE:

*ATTACH THE SYLLABUS FOR A NEW GRADUATE COURSE to include:

- Course description and objectives
- Method of teaching (e.g., lecture, seminar, on-line, hybrid)
- Required and optional texts and materials
- Graduate School Grading Scale
- Assignments, student learning outcomes and assessment components
- Policies to include attendance, Honor Code, American Disabilities Act statement
- Tentative course schedule with specific topics

List prerequisites and / or other restrictions below

Preq: Enrollment in MSHP/HSPV program, HP 8070/HSPV 807
Will this course be added to the Degree Requirements?

a) ☐ Yes  ☒ No

b) If yes, explain

II. NUMBER OF CREDITS and CONTACT HOURS per week

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Lab</th>
<th>Seminar</th>
<th>Ind. Study</th>
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</thead>
<tbody>
<tr>
<td>Contact Hours</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Credit Hours  3

Is this course repeatable? ☐ yes  ☒ no  If so, how many credit hours may the student earn in this course?

III. CATALOG DESCRIPTION  Limit to 50 words EXACTLY as you want it to appear in the catalog: include prerequisites, co-requisites, and other restrictions. If changing course description, please include both old and new course descriptions.

An intensive survey of the study of commonplace buildings and landscapes in North America.

*Preq:* Enrollment in MSHP/HISPV program, HP 8070/HISPV 807

IV. RATIONALE / JUSTIFICATION: *If course change* – please indicate the course change details. *If course change or deletion*—please provide reasons for change(s) to or deletion of a course. *If a new course*—briefly address the goals/objectives for the course and the relationship to the strategic plan.

This new course is being proposed for inclusion in MSHP curriculum to (1) provide venue for current faculty teaching and research interests, (2) create vehicle through which advanced graduate students can pursue research opportunities that address local and regional research requests, and (3) ensure that the MSHP curriculum is consonant with broad current trends in historic preservation scholarship.

This course provides an opportunity for advanced students to pursue in great detail the study of commonplace buildings, a topic introduced in HP 805 (?) but not explored in depth.
## V. STUDENT LEARNING OUTCOMES and ASSESSMENT

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</tr>
<tr>
<td>1. Demonstrate understanding of regional expression in architecture</td>
<td>1. Successful completion research report on regionalism in American architecture.</td>
</tr>
<tr>
<td></td>
<td>2. Successful Peer Review of oral report.</td>
</tr>
<tr>
<td>2. Demonstrate understanding of agency in design, construction and use of domestic,</td>
<td>1. Successful participation and evaluation of class participation in discussion of assigned readings and completion of written</td>
</tr>
<tr>
<td>commercial, civic and religious buildings, structures, and places.</td>
<td>analytical summaries.</td>
</tr>
<tr>
<td>3. Demonstrate understanding of distinctions between formal, academic, commonplace, and</td>
<td>1. Successful participation and evaluation of class participation in discussion of assigned readings and completion of written</td>
</tr>
<tr>
<td>vernacular perspectives</td>
<td>analytical summaries.</td>
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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?

The Student Learning Outcomes outlined above articulate directly with the MSHP program’s primary pedagogical goals and with the learning objectives adopted by it and approved by the College:

**Overarching Goal:** To prepare future preservationists to employ a broad range of approaches and strategies useful for managing the built environment.

**Broad Learning Outcomes:**

1. Students will demonstrate familiarity with and understanding of the history and theory that informs the practice of Historic Preservation in the United States.

2. Students will recognize and describe historic styles, materials and construction systems that have characterized American architecture.

3. Students will develop research and documentation skills in relation to historic structures and landscapes.
4. Students will accumulate, assemble and evaluate physical and historical data related to the built environment.

5. Students will write well.

VII. IMPACT ON EXISTING PROGRAMS and COURSES: Please briefly document the impact and expected changes of this new/changed/deleted course on other departments, programs and courses; if deleting a course—list all departments and programs that include the course; if adding/changing a course—explain any overlap with existing courses in the same or different departments; if adding or deleting a course that will be part of a joint program identify the partner institution.

NO IMPACT on other College of Charleston courses. Revisions are internal only to the HSPV program and are necessary to be in line with Clemson standards for this joint program.

VIII. COSTS ASSOCIATED WITH THE ACTION REQUESTED: List all of the new costs or cost savings, (including new faculty/staff requests, library or equipment, etc.) associated with the action requested. New courses requiring additional resources will need special justification.

NO COSTS ASSOCIATED WITH ACTION REQUESTED.
IX. APPROVAL AND SIGNATURES

Signature of Program Director:  

__________________________ Date: 2/18/14

Signature of Department Chair:  

__________________________ Date: 2/18/14

Signature of Additional Chair*:  

__________________________ Date: 

Signature of Schools’ Dean:  

__________________________ Date: 2/19/14

Signature of Additional Schools’ Dean*:  

__________________________ Date: 

Signature of the Provost:  

__________________________ Date: 2/19/14

Signature of Budget Director/Business Affairs Office:  

__________________________ Date: 

*For interdisciplinary courses

Return form to the Graduate School Office for Further Processing

Signature of Chair of the Faculty Committee on Graduate Education, Continuing Education & Special Programs:  

__________________________ Date: 

Signature of Chair of the Graduate Council:  

__________________________ Date: 

Signature of Faculty Senate Secretary:  

__________________________ Date: 

Date Approved by Faculty Senate: _________________________
Commonplace. Traditional. Folk. Vernacular. Over the course of the last half century, students of American architecture have applied various labels to the kind of unpretentious buildings that, in most places, constitute most of what is built and used. We will use “vernacular” as both topic and method in our exploration of the buildings - from the smallest and simplest to the largest and most complex, from the secular to the sacred - whose form and function are shaped by the shared assumptions of the cultures that produced them. This course follows in the historic preservation curriculum intensive introductions to American architecture and provides a further opportunity for students to explore the vernacular traditions in the nation’s buildings. We will, during the course of the semester, (1) examine a wide range of domestic structures, (2) spend some time thinking about regional variations of plan and construction methods and function, (3) consider the ethnic dimensions of local and regional building traditions, (4) explore the place of larger, formal buildings in vernacular landscapes, and (5) discuss the how vernacular architecture research has evolved since it emerged as a distinct area of study in the second half of the 20th century.

COURSE REQUIREMENTS:

I. REQUIRED READING: The following are required:

   Tom Carter and Elizabeth Cromley, Invitation to Vernacular Architecture


   It is highly recommended that you have access to the following:

   Carl Lounsbury, An Illustrated Glossary of Early Southern Architecture and Landscape Terms.

   Gabrielle Lanier and Bernard Herman, Everyday Architecture in the Mid-Atlantic.

   Blackboard: Some of the reading for this course will be made available via Blackboard. Please let me know if you encounter any problems fetching up any of these files!

II. RESEARCH ASSIGNMENT: We will organize the class into research teams so that we can, cooperatively, write a research paper. Our paper currently bears the title “The Fredericksburg House, 1760 – 1960.” More will be said about this project in class.

III. WRITING ASSIGNMENTS: In addition to research reports that will be prepared as a class research project, there will be four small written assignments: (1) Definition of “vernacular architecture” not longer than 100 words (Due January 22); (2) A short [not longer than 4 pages] summary of the trends in fieldwork and scholarly publication in vernacular architecture as reflected in the publications of the Vernacular Architecture Forum, Perspectives in Vernacular Architecture and Buildings & Landscapes (Due February 1); (3) A power point presentation suitable for posting on the program’s web site that summarizes the distinctive characteristics of vernacular architecture of one of the nation’s ethnic groups and provides links to related web sites (Due March 15); and (4) Abstract, not longer than 250 words, for the research paper (Due March 31).

IV. TESTS: There will be two, the first on February 26 and the second, the final examination, on April 30th, to allow you to demonstrate your command of the field of vernacular architecture.

V. CLASS ATTENDANCE: I will be there; you should too.

VI. LATE ASSIGNMENTS: Assignments are due at the beginning of the class meeting on which they are due. Unexcused late work will be severely punished by the loss of ten points, a full letter grade, per day.

VII. GRADING SCALE: We will follow the Clemson grading system:

   A = Excellent (90 – 100) Indicates work of a very high quality, the highest grade given.
B = Good (80-89) Indicates work that is above average though not of the highest Quality.
C = Fair (70-79) Indicates work of average to weak quality, the lowest passing grade.
F = Failed

VIII. FINAL GRADE: Your final grade will be a composite of: the Mid Term Examination (20%), the Final Examination (10%), the Definition (10%), the PVA Summary (10%), Power Point Summary of Ethnic Traditions (20%), Abstract (10%), and Research Project (20%).

I. CLEMSON UNIVERSITY ACADEMIC INTEGRITY: As members of the Clemson University Community, we have inherited Thomas Green Clemson’s vision of this institution as a high seminary of learning. Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating or stealing in any form.

X. OFFICE HOURS: I will maintain office hours from 2:00 to 4:00 on Mondays Wednesdays, and Fridays in 292 Meeting and from 9:00 to 11:00 on Tuesdays and Thursdays in 292. I am also available by appointment.

XI. COMPUTERS. Leave your computer at home. If you have a compelling need to bring your computer to class, please make an appointment with me so that we can craft an accommodation.

XII. ACCOMODATIONS. Students who have arranged for learning accommodations through the Office of Academic Services should announce them at the beginning of the semester so that the class flows as efficiently as possible.

The Office of Disability Services has been designated by the Clemson as the primary office to guide, counsel, and assist students with disabilities. If you receive services through that office and require accommodations for this class, please make an appointment with me as soon as possible to discuss your approved accommodations. I will hold any information you share with me in strictest confidence unless you give me permission to do otherwise.

If you have not made contact with the Office of Disability Services and have reasonable accommodation needs, I will be happy to help you contact them. The office will require appropriate documentation of a disability.

XIII. ABSENCES. There may be a compelling reason for you to miss class during the semester. Please let me know if you will be away; it is easier to plan a way forward together than to make after-the-fact excuses.

SCHEDULE OF CLASSES –subject to change...

I reserve the right to alter the topic of any class meeting, but the days on which papers, readings, and tests are due will not be changed.

PART ONE: DEFINITIONS AND METHODS

January 11 Introduction to the Course and Discussion of First Assignments.

January 13 First Words on Methods: Gathering Buildings

Required Reading:
Carter and Cromley, 19-44.

January 15 First Words on Methods. The Multi-Disciplinary Character of Vernacular Architecture Studies: Folklore

Required Reading:
Henry Glassie, Folk Housing in Middle Virginia, 1-65; Fred Kniffen, “Folk Housing: Key to Diffusion” (Commonplaces, 3-26); Kriffen and Glassie, “Building in Wood” (Commonplaces, 159-181).

January 18 Martin Luther King Day: No Class
Preservation Virginia Legislative Reception and Awards, Richmond

January 20 More on Methods. The Multi-Disciplinary Character of Vernacular Architecture Studies: Archaeology

Required Reading:
Carter and Cromley, 45-64;
Fraser Neiman, “Domestic Architecture at the Clifts Plantation: The Social Context of Early Virginia Building” (Commonplaces, 292-314); Lanier and Herman, 4-7 and 349-350.

January 22
A Conversation about Definitions

Required Reading:
Carter and Cromley, 1-18.

Assignment 1 Due: Definitions of Vernacular Architecture

January 25
Tongues and Tenons: A Review of the Timber Framing

Review Reading:
Gabrielle Lanier and Bernard Herman, Everyday Architecture in the Mid-Atlantic: Roberts, “Tools Used in Building Log Houses” (Commonplaces, 182-201)

January 27
Cut and Rubbed: A Remedial Workshop on Masonry

Review Reading:
Lanier and Herman, Everyday Architecture in the Mid-

Atlantic

January 29
A Discussion: What Style is it? Does that Matter?

Required Reading:
Carter and Cromley, 65-82.

February 1
A Discussion, continued: What does it Mean?

Required Reading:
Carter and Cromley, 83-96.

Assignment 2 Due: Assessment of Publication Trends

PART TWO: VARIABILITY IN REGION AND ETHNICITY

February 3
Native American Traditions in Architecture, I

Reading:
Upton, America’s Architectural Roots, 16-41

February 5
Native American Traditions in Architecture, II

February 8
The Chesapeake in the Seventeenth Century

Required Reading:
Upton, America’s Architectural Roots, 54-6;1
Isham and Brown, “Early Rhode Island Houses” (Commonplaces, 149-158);
Robert Blair St. George, “Set Thine House in Order” (Commonplaces, 336-366);
Dell Upton, “Vernacular Domestic Architecture in Eighteenth-Century Virginia” (Commonplaces, 315-335); Camille Wells, “The Eighteenth-Century Landscape of Virginia’s Northern Neck” Northern Neck of Virginia Historical Magazine

February 10
The Chesapeake in the Eighteenth Century

February 12
New England in the Seventeenth and Eighteenth Centuries

February 15
Preservation Virginia
February 17 Porch or Piazza: Domestic Architecture of the South Atlantic Coast

February 19 New Amsterdam and the Hudson River Valley: The Dutch

Required Reading:
Prudon, “The Dutch Barn in America” (Commonplaces, 204-218)

February 22 Germans in the Eighteenth and Nineteenth Centuries, I

Required Reading:
Upton, America’s Architectural Roots, 58-73, 130-135;
Ed Chappell, “Acculturation in the Shenandoah Valley (Commonplaces, 27-57)

February 24 Germans in the Eighteenth and Nineteenth Centuries, II

February 26 Mid-Term Examination

March 1 - 5 SPRING BREAK.

March 8 Out of Africa

Reading:
Upton, America’s Architectural Roots, 42-47;
John Vlach, “The Shotgun House” (Commonplaces, 58-78);
John Vlach, Back of the Big House

March 10 Along the Mississippi: French and Indians

Reading:
Upton, America’s Architectural Roots, 62-67

March 12 Almost South of the Border: Spanish and Native Americans

Reading:
Upton, America’s Architectural Roots, 86-99

March 15 The Rest of the West

Reading:
Upton, America’s Architectural Roots, 106-111, 136-141

Assignment 3 Due: Summaries of Ethnic Traditions

PART THREE: INTERPRETATION OF PLACE AND FORM

March 17 Form, Place, and People: Group One Reports

March 19 Form, Place and People: Group Two Reports

March 22 Form, Place, and People: Group Three Reports

March 24 Of Spiritual Places and Things

March 27 Field Trip: Power of Place

March 29 Paradigm Shifts: Intention and Aspiration in Public Buildings

March 31 Space, Power, and Gender: Room Use
Required Reading:

Assignment 4 Due: Research Abstract

April 2
Shapes on the Land

Required Reading:
Price, "The Central Courthouse Square in the American County Seat" (Commonplaces, 124-148); Glassie, "Cultural Process in Delaware Valley" (Commonplaces, 394-425); Peterson, "Vernacular Building and Victorian Architecture" (Commonplaces, 433-446)

April 5
Wheat and Weevils: Agricultural Continuity and Change - Spaces

Required Reading:
Steward McHenry, "Eighteenth-century Field Patterns as Vernacular Art" (Commonplaces, 107-123)

April 7
Town Houses!

April 9
Urban Garden Spots

Required Reading:
James Borchert, "Alley Landscapes" (Commonplaces, 281-291); Rubin, "Aesthetic Ideology and Urban Design" (Commonplaces, 482-508)

April 12
Is there Anything Vernacular in the 'Burbs?

Required Reading:
Clay Lancaster, "Bungalow" (Commonplaces, 79-106)

April 14
Preservation Virginia

April 16
Sleeping Single in my Double Wide: Modern Vernacular Traditions

April 19
Research Reports: The Fredericksburg House, Part One

Assignment 5 Due: Research Reports

April 21
Research Reports: The Fredericksburg House, Part Two

April 23
Department of History Symposium

Final Examination: Friday, April 30, Noon until 2:30
Contact Name: Allisyn Miller, Admin Coordinator        Email: akmiller1@cofc.edu        Phone: 843-937-9596

Department Name: HSPV        Graduate Program name: Graduate Program in Historic Preservation (HSPV)

Course Prefix, Number, and Title: HSPV 825, Sustainability and Historic Preservation

1. CATEGORY OF REVIEW (Check all that apply)

<table>
<thead>
<tr>
<th>NEW COURSE</th>
<th>CHANGE COURSE</th>
<th>DELETE COURSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ New Course</td>
<td></td>
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<tr>
<td>Attach syllabus*</td>
<td>□ Change Number (IV, VII, VIII, IX)</td>
<td>□ Delete Course (IV, VII, IX)</td>
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<td>□ Change Title (IV, VII, VIII, IX)</td>
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<td>□ Change Credits/Contact hours (II, IV, VII, IX)</td>
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<td>□ Prerequisite Change (IV, VII, VIII, IX)</td>
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<td>□ Edit Description (III, IV, VII, VIII, IX)</td>
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</tbody>
</table>

☑ Approve for Cross-listing (attach Graduate Permission to Cross-list Form)

Date (Semester/Year) the course will first be offered, course changes or deletion will go into effect:

NEW COURSE:

*ATTACH THE SYLLABUS FOR A NEW GRADUATE COURSE to include:

- Course description and objectives
- Method of teaching (e.g., lecture, seminar, on-line, hybrid)
- Required and optional texts and materials
- Graduate School Grading Scale
- Assignments, student learning outcomes and assessment components
- Policies to include attendance, Honor Code, American Disabilities Act statement
- Tentative course schedule with specific topics
List prerequisites and/or other restrictions below

\textit{Preq: Enrollment in MSHP/HSPV program, HP 8080/HSPV 808}

Will this course be added to the Degree Requirements?

a) ☐ Yes ☒ No

b) If yes, explain

\begin{center}
\textbf{II. NUMBER OF CREDITS and CONTACT HOURS per week}
\end{center}
\begin{tabular}{lcccc}
   & Lecture & Lab & Seminar & Ind. Study \\
A. Contact Hours & 3 & & & \\
\hline
B. Credit Hours & 3 & & & \\
\end{tabular}

Is this course repeatable? ☐ yes ☒ no If so, how many credit hours may the student earn in this course?

\textbf{III. CATALOG DESCRIPTION} Limit to 50 words \textit{EXACTLY} as you want it to appear in the catalog: include prerequisites, co-requisites, and other restrictions. If changing course description, please include both old and new course descriptions.

A seminar course discussing the sustainability movement as intricately tied to historic preservation. History is examined through the evolution of policy and building science. Course work investigates foundational theories from the sustainability field and emphasizes the multi-faceted movement's existing and potential for interface with the discipline of preservation.

\textit{Preq: Enrollment in MSHP/HSPV program, HP 8080/HSPV 808}
IV. RATIONALE / JUSTIFICATION: If course change – please indicate the course change details. If course change or deletion—please provide reasons for change(s) to or deletion of a course. If a new course—briefly address the goals/objectives for the course and the relationship to the strategic plan.

This new course is being proposed for inclusion in MSHP curriculum to (1) provide venue for current faculty teaching and research interests, (2) create vehicle through which advanced graduate students can pursue research opportunities that address local and regional research requests, and (3) ensure that the MSHP curriculum is consonant with broad current trends in historic preservation scholarship.

Concern about the "green" characteristics of buildings, towns, and cities has long been a concern of historic preservation and this course provides a focused venue through which advanced students pursue, in greater depth, a topic touched in an earlier course but not explored in great depth.

V. 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. Students should have an in-depth understanding of the literature, pivotal thinkers, policy and events defining the sustainability movement</td>
<td>Attendance/participation</td>
</tr>
<tr>
<td></td>
<td>Reading discussion leadership</td>
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<td>General class discussion, preparedness for seminar-format discussion and an individual evaluation once during the semester as the student leads discussion will assess to what degree students are internalizing the reading material.</td>
</tr>
<tr>
<td>2. Students should know how preservation and the built environment sustainability movement interface conceptually and pragmatically</td>
<td>Initial paper</td>
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<td></td>
<td>Mid-semester paper</td>
</tr>
<tr>
<td></td>
<td>Final paper</td>
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</tbody>
</table>
3. Students will be able to critically evaluate overlaps between the fields and situate preservation interventions within the larger context of sustainability thinking.

Precedent project presentation

The evaluation of a precedent presentation once during the semester accesses each student's ability to accomplish this learning outcome.

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 contributes to the content of the major by developing a theoretical base and written and spoken analytical and advocacy skills. It also achieves interdisciplinary goals by setting students up to understand the history of historic preservation relative to an important contemporary movement.

VII. IMPACT ON EXISTING PROGRAMS and COURSES: Please briefly document the impact and expected changes of this new/changed/deleted course on other departments, programs and courses; if deleting a course—list all departments and programs that include the course; if adding/changing a course—explain any overlap with existing courses in the same or different departments; if adding or deleting a course that will be part of a joint program identify the partner institution.
NO IMPACT on other College of Charleston courses. Revisions are internal only to the HSPV program and are necessary to be in line with Clemson standards for this joint program.

VIII. COSTS ASSOCIATED WITH THE ACTION REQUESTED: List all of the new costs or cost savings, (including new faculty/staff requests, library or equipment, etc.) associated with the action requested. New courses requiring additional resources will need special justification.

NO COSTS ASSOCIATED WITH ACTION REQUESTED.
IX. APPROVAL AND SIGNATURES

Signature of Program Director:  
__________________________ Date: 2.18.14

Signature of Department Chair:
__________________________ Date: 2.18.14

Signature of Additional Chair*:
__________________________ Date:  

Signature of Schools’ Dean:
__________________________ Date: 2/19/14

Signature of Additional Schools’ Dean*:
__________________________ Date:  

Signature of the Provost:
__________________________ Date: 3/14/14

Signature of Budget Director/Business Affairs Office:
__________________________ Date:  

*For interdisciplinary courses

Return form to the Graduate School Office for Further Processing

Signature of Chair of the Faculty Committee on Graduate Education, Continuing Education & Special Programs:
__________________________ Date:  

Signature of Chair of the Graduate Council:
__________________________ Date:  

Signature of Faculty Senate Secretary:
__________________________ Date:  

Date Approved by Faculty Senate: ________________________
A seminar course discussing the sustainability movement as indirectly tied to historic preservation. History is examined through the evolution of policy and building science. Course work investigates foundational theories from the sustainability field and implicitly the multi-faceted movement's evolving and potential for interface with the discipline of preservation.

Learning Outcome: at the end of this course students should have an in-depth understanding of the literature, pivotal thinkers, policy, and events defining the sustainability movement. Students should know how preservation and the built environment sustainability movement intersect conceptually and pragmatically. Students will be able to critically evaluate overlaps between the fields and future preservation interventions within the larger context of sustainability thinking.

Grade distribution for the course:
- 15% Attendance/participation
- 15% Final exam
- 15% Reading discussion leadership
- 15% Final project/presentation
- 15% Initial paper
- 15% Mid-semester paper
- 10% Final paper

Grading Policy: Clemson University grades on a system of A, B, C, D, and F with plus and minus.

A-Excellent indicates work of a very high quality, the highest grade given.
B-Good indicates work that is above average though not of the highest quality.
C- Fair indicates work of average to below average quality, the lowest passing grade.
F-Failed

Attendance: This course uses the Clemson University and College of Charleston attendance policy for grade consequence. The attendance calculation for grade will be weighted based on attendance, active participation, and respectful discussion and debate. Students are eligible to investigate new processes and ideas. While this is fairly small percentage of your grade, it represents the critical aspects of the course. Attendance is class and being actively involved with the material; if the professor or guest lecturer does not arrive within 15 minutes of the scheduled starting time, students are dismissed.

Any assignment not submitted in hard copy or digital format (as specified on the syllabus or assignment sheet) at the beginning of the class or the due date will incur a one letter grade penalty. An additional one letter grade will be deducted for each week that the assignment is not turned in. Late assignments will be accepted without penalty following Clemson University and CofC excused absence guidelines and parameters. This course uses the Clemson University and College of Charleston attendance policy for grade consequence.

My office hours are on Tuesday and Thursday from 10:00 am - 12:00 pm. Although I have scheduled office hours, I am more than happy to meet with students outside of those times. Feel free to talk to me at any time, by phone, drop by my office, or email me at alleg@cemson.edu for specific questions or to schedule a convenient meeting time.
As members of the Clemson University community, we have inherited Thomas Green Clemson’s vision of this institution as a high-sealinity learning environment. Fundamental to this vision is a moral commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust, respect, and recognition of others. Furthermore, we recognize that academic dishonesty detracts from the value of the Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form. In instances where academic standards may have been compromised, Clemson University has a responsibility to respond appropriately to charges of violations of academic integrity.

It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities. Students are encouraged to contact Student Disability Services to discuss their individual needs for accommodations.

All written work must conform to the Chicago Manual of Style, the authoritative source for the form of bibliographic citation the MSHP program has adopted. No other form of MLA or APA is acceptable. Students may consult Kate L. Turabian in A Manual for Writers, an equivalent edition of the Chicago Manual of Style. [Note: the most recent edition of the Chicago Manual of Style (16th) and Turabian (8th) include updated information for electronic citations. Be sure to use the newest editions.]

Selected Readings Including Excerpts From

Required Text:
- Additional materials and books will be listed in the course syllabus.

Selected Readings:
Sustainability and Historic Preservation

HP 8250/HSPV 825
Thursday 2:00-5:00
Spring 2016 syllabus

MLK Holiday

Feb 19 infrastructure sector
  role of buildings
  consumption patterns and time
  introduction of ecological modern concept
  due initial paper
  reading:
  Young
  Long-term

Feb 24 multiple benefits
  see work by sustainability
  "logic" according to Gruen and Farmer
  reading:
  Guy & Farmer

Feb 11 energy production and efficiency
  possible situation

Feb 18 evaluating building performance
  building assessment systems
  why does this matter? "STS" theory
  current evaluation techniques
  what is missing?

Feb 25 alternative evaluation strategies
  others that exist
  better representing the local

spring break
Sustainability and Historic Preservation
HP 8250/HSPV 825
Thursday 2:00-5:00
Spring 2016 syllabus

Mar 10  Pervasive historic strategies in building design
due: mid-term paper

Mar 17  City-scale patterns
  traditional town patterns
  livability and its connection to environmental degradation

Mar 24  Social and Cultural Behavior
  localization vs globalized solutions

Mar 31  Advocacy in the Field

Apr 7  Project presentation and discussion [Day 1]
due: precedent presentation

Apr 14  Project presentation and discussion [Day 2]
due: precedent presentation

Apr 21  Final discussion
  course reviews
  moving forward
  course evaluations

Final  Apr 25  Final paper due
Contact Name: Allisyn Miller, Admin Coordinator    Email: akmiller1@cofc.edu    Phone: 843-937-9596

Department Name: HSPV      Graduate Program name: Graduate Program in Historic Preservation (HSPV)

Course Prefix, Number, and Title:  HSPV 826, Historic Structures Report

I. CATEGORY OF REVIEW (Check all that apply)

NEW COURSE  CHANGE COURSE  DELETE COURSE

☐ New Course  □ Change Number (IV, VII, VIII, IX)  □ Delete Course (IV, VII, IX)
(attach syllabus*)  □ Change Title (IV, VII, VIII, IX)
□ Change Credits/Contact hours (II, IV, VII, IX)
□ Prerequisite Change (IV, VII, VIII, IX)
□ Edit Description (III, IV, VII, VIII, IX)

☐ Approve for Cross-listing (attach Graduate Permission to Cross-list Form)

Date (Semester/Year) the course will first be offered, course changes or deletion will go into effect:

NEW COURSE:

*ATTACH THE SYLLABUS FOR A NEW GRADUATE COURSE to include:

* Course description and objectives
* Method of teaching (e.g., lecture, seminar, on-line, hybrid)
* Required and optional texts and materials
* Graduate School Grading Scale
* Assignments, student learning outcomes and assessment components
* Policies to include attendance, Honor Code, American Disabilities Act statement
* Tentative course schedule with specific topics
List prerequisites and / or other restrictions below

*Req: Enrollment in MSHP/HSPV program, HP 8190/HSPV 819

Will this course be added to the Degree Requirements?

a) ☐ Yes ☐ No

b) If yes, explain

II. NUMBER OF CREDITS and CONTACT HOURS per week

A. Contact Hours

B. Credit Hours

Is this course repeatable? ☐ yes ☐ no If so, how many credit hours may the student earn in this course?

III. CATALOG DESCRIPTION Limit to 50 words EXACTLY as you want it to appear in the catalog: include prerequisites, co-requisites, and other restrictions. If changing course description, please include both old and new course descriptions.

This project-based course will take students through the process of generating a historic structures report. The course builds on skill sets introduced through course work earlier in the curriculum. Students will undertake research, documentation and architectural investigation to comprehensively document and analyze a case-study building in Charleston or its environs.

*Req: Enrollment in MSHP/HSPV program, HP 8190/HSPV 819
IV. RATIONALE / JUSTIFICATION: If course change – please indicate the course change details. If course change or deletion—please provide reasons for change(s) to or deletion of a course. If a new course—briefly address the goals/objectives for the course and the relationship to the strategic plan.

This new course is being proposed for inclusion in MSHP curriculum to (1) provide venue for current faculty teaching and research interests, (2) create vehicle through which advanced graduate students can pursue research opportunities that address local and regional research requests, and (3) ensure that the MSHP curriculum is consonant with broad current trends in historic preservation scholarship.

Concern about the documentation of historic structures as concern of historic preservation and this course provides a focused venue through which advanced students pursue, in greater depth and create a final report, a deliverable touched in an earlier course but not explored in great depth.

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

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<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. Students should have an in-depth understanding of a particular building being studied.</td>
<td>Attendance/participation</td>
</tr>
<tr>
<td>Attendance and participation will assess student's engagement with the case study building and course material by being on site, observing and discussing as well a students degree of participating in reading discussions.</td>
<td></td>
</tr>
<tr>
<td>2. Students should have a sense of the building within its historic context.</td>
<td>Precedent presentation 1</td>
</tr>
<tr>
<td>Precedent presentation 2</td>
<td></td>
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<tr>
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</tr>
<tr>
<td>Quality, depth of analysis and preparedness in research and presentation of precedent projects will assess this learning outcome.</td>
<td></td>
</tr>
</tbody>
</table>

3. **Students will produce a professional-quality Historic Structures Report as a tangible deliverable.**

4. **Through its production, students will develop intimate knowledge of the process of creating an HSR.**

<table>
<thead>
<tr>
<th>Final HSR</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student's scope of contribution and quality of contribution toward the final report will serve as the assessment for this learning outcome.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Documentation and research contributions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Through the semester each student’s documentation and research contributions- the working components of the HSR- will assess the development and awareness of the process of creating the HSR.</td>
</tr>
</tbody>
</table>

**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?**

**The course furthers program objectives of preparing students for professional work in historic preservation by teaching the process of Historic Structures Reports which is a fairly common form of scholarship, documentation and communication in the field.**
VII. IMPACT ON EXISTING PROGRAMS and COURSES: Please briefly document the impact and expected changes of this new/changed/deleted course on other departments, programs and courses; if deleting a course—list all departments and programs that include the course; if adding/changing a course—explain any overlap with existing courses in the same or different departments; if adding or deleting a course that will be part of a joint program identify the partner institution.

NO IMPACT on other College of Charleston courses. Revisions are internal only to the HSPV program and are necessary to be in line with Clemson standards for this joint program.

VIII. COSTS ASSOCIATED WITH THE ACTION REQUESTED: List all of the new costs or cost savings, (including new faculty/staff requests, library or equipment, etc.) associated with the action requested. New courses requiring additional resources will need special justification.

NO COSTS ASSOCIATED WITH ACTION REQUESTED.
IX. APPROVAL AND SIGNATURES

Signature of Program Director:  
Date: 02.18.14

Signature of Department Chair:  
Date: 02.18.14

Signature of Additional Chair*: 

Date: 

Signature of Schools’ Dean:  
Date: 2/19/17

Signature of Additional Schools’ Dean*: 

Date: 

Signature of the Provost:  
Date: 2/24/17

Signature of Budget Director/Business Affairs Office: 

Date: 

*For interdisciplinary courses

Return form to the Graduate School Office for Further Processing

Signature of Chair of the Faculty Committee on Graduate Education, Continuing Education & Special Programs:

Date: 

Signature of Chair of the Graduate Council:

Date: 

Signature of Faculty Senate Secretary:

Date: 

Date Approved by Faculty Senate: 

September 2011
Historic Structures Report
HP 8260/HSPV 826
Thursday 2:00-5:00
Fall 2015 syllabus

This project-based course will take students through the process of generating a historic structures report. Historic Structures Reports are one of the significant works that preservationists and relevant consultants produce to document a building. This course will focus on the development of a project. The course builds on skills learned through course work earlier in the curriculum. Students will undertake research, documentation, and architectural investigation to comprehensively document an analyze a case study building in Charleston or its environs.

Learning Outcomes: At the end of this course, students should have an in-depth understanding of a particular building being studied, a sense of the building within its historic context, a professional-quality Historic Structures Report as a tangible deliverable, and an intimate knowledge of the process of creating this type of report.

Grading Distribution for the Course:

- 15% Attendance/participation
- 15% Pre-reading/presentation 1
- 15% Pre-reading/presentation 2
- 20% Documentation and research contributions
- 15% Final HSR

Grading Policy: Clemson University grades on a system of A, B, C, D, and F without pluses and minuses.

A—Excellent indicates work of a very high quality, the highest grade given.
B—Good indicates work that is above average through not of the highest quality.
C—Fair indicates work of average to weak quality, the lowest passing grade.
F—Failed

Attendance: This course uses the Clemson University and College of Charleston attendance policy for grade consequence. The attendance/participation grade will be awarded based on attendance, active and respectful discussion, and an open-minded willingness to investigate new concepts and ideas. While this is a fairly small percentage of your grade, it represents critical aspects of the course—reading, class and being actively involved with the material. If the professor or a substitute (guest lecturer) does not arrive within 15 minutes of the scheduled starting time, students should use this delay as a work session.

Any assignment not submitted, in hard or digital format (as specified on the syllabus or assignment sheet) at the beginning of the class on the due date will incur a one-letter grade penalty. An additional one-letter grade will be deducted for each week that the assignment is not turned in. Late assignments will be accepted without penalty following Clemson University and CEU course absence guidelines and parameters. This course uses the Clemson University and College of Charleston attendance policy for grade consequence.

Office Hours are on Tuesday and Thursday from 10:00 am - 12:00 pm. Although I have scheduled office hours, I am more than happy to meet with students outside of those times. Feel free to talk to me after class, stop by any time my office door is open, or email me at alfe@anderson.edu for specific questions or to schedule a convenient meeting time.
As members of the Clemson University Community, we have inherited Thomas Green Clemson's vision of this institution in a high regard of learning. Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, with which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating or stealing in any form. In instances where academic standards may have been compromised, Clemson University has a responsibility to respect appropriately to charges of violations of academic integrity.

It is University policy to provide, on a flexible and individual basis, reasonable accommodations to students who have disabilities. Students are encouraged to contact Student Disability Services to discuss their individual needs for accommodation.

All written work must conform to the Chicago Manual of Style, the authoritative source for the form of bibliographic citation in the HSPV program has adopted. No other format (e.g., MLA or APA) is acceptable. Students may consult Kate L. Turabian, A Manual for Writers, or an equivalent abbreviation of the Chicago Manual of Style. [Note: The most recent versions of the Chicago Manual of Style (15th) and Turabian (7th) include updated information for electronic citations. Be sure to use the newest editions.]

Selected Readings Including Excerpts From:

Academic Law

Handbook of Law

Academic Review

Academic Writing

Review Literature


subject to change...

  SHORT CLASS: 200 Start time due to Orientation Week
  course structure and content
  reading:
  Arborgist: Chapter 1

  due: precedent presentation
  reading:
  Minimum 3 precedent reports [file one to present]

[3] PRELIMINARY RESEARCH

[4] The Sept 9 research
  discover missing information about the project
  possible site visit
  HAAS Short Form History discussion
  fill out Historic Preservation Certification Application
  "Part I and II"
  What does this NOT capture?
  reading:
  previous project HAAS Register Nomination Form
  Publishing, Ltd. [p. 56] 355]
  HAAS short form history guidelines
  http://www.nps.gov/tps/tps-industry/historic/haasнационаlsh
  http://www.nps.gov/tps/tps-industry/historic/haasnationalsh

[5] The Sept 16 research
  progress updates
  provide site visit
  generate a collective CDF list
  what does this NOT capture?

  decisions of how to format/structure the historic section of the report
  collective list of what to continue drafting
  possible guest lecturer
  tour with Craig Bennett (1)
  reading:
  Arborgist: Chapter 3 and 4

[7] PRELIMINARY RESEARCH

[8] The Sept 24 field work + drafting
  partner pairing
  data published draft of the history section
  reading:
  review HAAS guidelines, Regarding Historic Structures etc.
  Arborgist: Chapter 5 and 7

Historic Structures Report
HP 8260/HSPV 826
Thursday 2:00-5:00
Fall 2015 syllabus
Adaptive Use: Project Design and Incentives
HP 890/HSPV 890
Thursday 2:00-5:00
schedule

[9]Thr Oct 1 field work: drafting
due: draft of drafting accomplished last week

[10]Thr Oct 8 field work: drafting
due: draft of drafting accomplished last week

Fri Oct 15 fall break

PART FIVE: ARCHAEOLOGICAL INVESTIGATION

Student presentations continue
Due: program, presentation, and polished draft of the drawing set

[12] Thr Oct 29 Architectural Investigation field work: Building
possible guest lecture
reading:
Abergat, Chapter 8-9-10

[13] Thr Nov 5 Architectural Investigation field work: landscape
possible guest lecture
reading:
Abergat, Chapter 11

PART SIX: MATERIAL ANALYSIS

[14] Thr Nov 12 field work: material analysis
Due: Architectural Investigation section of report

[15] Thr Nov 19 Laboratory and research material analysis

Fri Nov 26 Thanksgiving Holiday

PART SEVEN: SUMMARY

[16] Fri Dec 3 group work toward the final report

[17] Fri Dec 10 final review
Due: site plan, presentation, review and Final Historic Structure Report

page 4 of 4
Contact Name: Allisyn Miller, Admin Coordinator Email: akmiller1@cofc.edu Phone: 843-937-9596

Department Name: HSPV Graduate Program name: Graduate Program in Historic Preservation (HSPV)

Course Prefix, Number, and Title: HSPV 827, Adaptive Use

I. CATEGORY OF REVIEW (Check all that apply)

<table>
<thead>
<tr>
<th>NEW COURSE</th>
<th>CHANGE COURSE</th>
<th>DELETE COURSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ New Course</td>
<td>□ Change Number (IV, VII, VIII, IX)</td>
<td>□ Delete Course (IV, VII, IX)</td>
</tr>
<tr>
<td>(attach syllabus*)</td>
<td>□ Change Title (IV, VII, VIII, IX)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Change Credits/Contact hours (II, IV, VII, IX)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Prerequisite Change (IV, VII, VIII, IX)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Edit Description (III, IV, VII, VIII, IX)</td>
<td></td>
</tr>
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</table>

☐ Approve for Cross-listing (attach Graduate Permission to Cross-list Form)

Date (Semester/Year) the course will first be offered, course changes or deletion will go into effect:

NEW COURSE:

*ATTACH THE SYLLABUS FOR A NEW GRADUATE COURSE to include:

- Course description and objectives
- Method of teaching (e.g., lecture, seminar, on-line, hybrid)
- Required and optional texts and materials
- Graduate School Grading Scale
- Assignments, student learning outcomes and assessment components
- Policies to include attendance, Honor Code, American Disabilities Act statement
- Tentative course schedule with specific topics
List prerequisites and/or other restrictions below

\textit{Preq: Enrollment in MSHP/HSPV program, HP 8190/HSPV 819}

Will this course be added to the Degree Requirements?

a) ☐ Yes ☒ No

b) If yes, explain

\begin{center}
\textbf{II. NUMBER OF CREDITS and CONTACT HOURS per week}
\end{center}

\begin{tabular}{|c|c|c|c|c|}
\hline
& Lecture & Lab & Seminar & Ind. Study \\
\hline
A. Contact Hours & 3 & & & \\
\hline
\hline
B. Credit Hours & 3 & & & \\
\hline
\end{tabular}

Is this course repeatable? ☐ yes ☐ no  If so, how many credit hours may the student earn in this course?

\begin{center}
\textbf{III. CATALOG DESCRIPTION} Limit to 50 words EXACTLY as you want it to appear in the catalog: include prerequisites, co-requisites, and other restrictions. If changing course description, please include both old and new course descriptions.
\end{center}

This project-based course revolves around the production of an adaptive use space-planning scheme. Students will develop creative, logical processes to propose a reuse scheme consistent with real-world constraints.

\textit{Preq: Enrollment in MSHP/HSPV program, HP 8190/HSPV 819}
IV. RATIONALE / JUSTIFICATION: If course change – please indicate the course change details. If course change or deletion—please provide reasons for change(s) to or deletion of a course. If a new course—briefly address the goals/objectives for the course and the relationship to the strategic plan.

This new course is being proposed for inclusion in MSHP curriculum to (1) provide venue for current faculty teaching and research interests, (2) create vehicle through which advanced graduate students can pursue research opportunities that address local and regional research requests, and (3) ensure that the MSHP curriculum is consonant with broad current trends in historic preservation scholarship.

Concern about the reuse of historic buildings has long been an interest of historic preservation and this course provides a focused venue through which advanced students pursue, in greater depth, a topic touched in an earlier course but not explored in great depth.

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

<table>
<thead>
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<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
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<td><strong>What will students know and be able to do when they complete the course?</strong></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 should have an in-depth understanding of early-project constraints for adaptive use projects.

   Schematic design [process and product]

   In the model of ‘learning by doing’ the final product, as well as the routine discussions throughout the process will access the degree to which students have internalized this learning outcome.

2. Students should be able to articulate the role of a preservation perspective within the pre-design and space planning process for an adaptive use project.

   Building/site analysis

   Performance on building and site analysis assesses how students take and apply the skills learned in previous courses to the new subject area, and in so doing see how preservation work...
3. Students should be familiar with the successes and weaknesses of contemporary incentive structures driving preservation and sustainability agendas in adaptive use projects.

**Final paper**

The final paper will assess the students' synthetic thoughts from the content of the semester, specifically with regard to how the constraints and incentives shaped their processes.

4. Students should have increased awareness of well-executed projects, why and how they were accomplished.

**Precedent presentation**

The precedent presentations assess student's development of thinking on course content as applied to specific case studies.

---

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?

**The course develops program learning outcomes of visual literacy, building analysis and research-application skills.**
VII. IMPACT ON EXISTING PROGRAMS and COURSES: Please briefly document the impact and expected changes of this new/changed/deleted course on other departments, programs and courses; if deleting a course—list all departments and programs that include the course; if adding/changing a course—explain any overlap with existing courses in the same or different departments; if adding or deleting a course that will be part of a joint program identify the partner institution.

NO IMPACT on other College of Charleston courses. Revisions are internal only to the IISPV program and are necessary to be in line with Clemson standards for this joint program.

VIII. COSTS ASSOCIATED WITH THE ACTION REQUESTED: List all of the new costs or cost savings, (including new faculty/staff requests, library or equipment, etc.) associated with the action requested. New courses requiring additional resources will need special justification.

NO COSTS ASSOCIATED WITH ACTION REQUESTED.
IX. APPROVAL AND SIGNATURES

Signature of Program Director:

Date: 2.18.14

Signature of Department Chair:

Date: 2.18.14

Signature of Additional Chair*:

Date: ________________________

Signature of Schools' Dean:

Date: 2/18/14

Signature of Additional Schools' Dean*:

Date: ________________________

Signature of the Provost:

Date: 2/24/14

Signature of Budget Director/Business Affairs Office:

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*For interdisciplinary courses

Return form to the Graduate School Office for Further Processing

Signature of Chair of the Faculty Committee on Graduate Education, Continuing Education & Special Programs:

Date: ________________________

Signature of Chair of the Graduate Council:

Date: ________________________

Signature of Faculty Senate Secretary:

Date: ________________________

Date Approved by Faculty Senate: ________________________

September 2011
Adaptive Use
[Project Design and Incentives]
HP 8900/HSPV 890
Thursday 2:00-5:00
Fall 2014 syllabus

This is a project-based course in which students engage with the course content through the production of an adaptive use, or space planning scheme. Students will be asked to analyze and evaluate case studies, precedents, design processes, and learn about the role of a preservation perspective within the pre-design and space planning process for an adaptive use project. Additionally, you should be familiar with the successes and weaknesses of contemporary incentive structures during preservation and sustainability agendas in adaptive use projects.

Grading distribution for the course:
15% Attendance/participation
10% Precedent presentation 1
15% Building/site analysis
15% Precedent presentation 2
45% Schematic design (process and product)
15% Final paper

Grading Policy: Clemson University grades on a system of A, B, C, D, and F without plus and minus. A=Excellent indicates work of a very high quality, the highest grade given. B=Good indicates work that is above average through not of the highest quality. C=Fair indicates work of average to weak quality, the lowest passing grade. F=Failed

The attendance/participation grade will be awarded based on attendance, active and respectful discussion, and an open-minded willingness to investigate new processes and ideas. While this is a fairly small percentage of your grade, it represents critical aspects of the course attending class and being actively involved with the material. If the professor or a substitute does not arrive within 15 minutes of the scheduled starting time of the class, students may leave. This course uses the Clemson University and College of Charleston attendance policy for grade consequences.

The two precedent presentations will be given according to the schedule attached. The first precedent presentation will go into depth on an adaptive use project that you are exploring. The second precedent presentation will be smaller in scope, and will focus on a precedent project with particular relevance to your program. Detailed information about the presentations will be distributed in advance of each.

The building/site analysis, schematic design, and final paper will be detailed in subsequent handouts. Briefly, you will communicate your analysis of the Cigar Factory building and site through written and graphic media in the first portion of the class. You will build off this analysis as you and a partner develop a space planning scheme based on your proposed program and the incentives and constraints introduced through the class. The schematic design process will be captured in a series of space planning snap shots. These snap shots capture the evolving design at a moment in time for comparison and reference later. They are also the backbone for desk crit discussion. Though nothing specific needs to be created for each snap shot, (only linking printer or achieving a digital copy of the work-in-progress design) they
Adaptive Use: Project Design and Incentives

should reveal prominent effort and evolution as the space planning schemes improve between each snapshot. The final deliverable will be a well-reasoned space plan for the reuse of the Clay Factory and a paper discussing how contemporary sustainable design and sustainability driven incentives and constraints interrelate with the process of developing the proposed reuse scheme.

Any assignment not submitted in hard or digital format (as specified in the syllabus or assignment sheet) at the beginning of the class on the due date will incur a one-letter grade penalty. An additional one letter grade will be deducted for each week that the assignment is not turned in. Late assignments will be accepted without penalty following Clemson University and College of Architecture guidelines and parameters. This course uses the Clemson University and College of Architecture attendance policy for grade consequence.

My office hours are on Tuesday and Thursday from 10:00 am – 12:00 pm. Although I have scheduled office hours, I am more than happy to meet with students outside of those times. Feel free to talk to me after class, stop by my office door opening, or email me at [email] for general questions or to schedule a convenient meeting time.

As members of the Clemson University Community, we have inherited Thomas Green Clemson's vision of this institution as a high seminar of learning. Fundamental to this vision is a mutual commitment to truthfulness, honesty, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty diminishes the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or plagiarism in any form. In instances where academic standards may have been compromised, Clemson University has a responsibility to respond appropriately to charges of violations of academic integrity.

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All written work must conform to the Chicago Manual of Style, the authoritative source for the form of bibliographic citation the Munich project has adopted. No other format (e.g. MLA or APA) is acceptable. Students may consult Style & Grammar, A Manual for Writers, or an equivalent adaptation of the Chicago Manual of Style. (Note: the most recent version of the Chicago Manual of Style (16th) and Turabian (7th) include updated information for electronic citations. We will use the newest editions.)

Selected Readings Including Excerpts From:


The syllabus is subject to change as the course progresses. The final syllabus will be updated via BlackBoard.
subject to change...

Adaptive Use: Project Design and Incentives
HP 890/HSPV 890
Thursday 2:00-5:00
schedule

page 3 of 6
spatial and physical (analyzable) assets

generate a collective, CDF list

what does this NOT capture?

reading:

Lathfield, David, and Salten Lewis, Architectural Voices: Listening to Old Buildings,

Restoring: Adaptive Reuse Issues and Case Studies in Building Preservation, New York:
Van Nostrand Reinhold Company, 1988, [75-76].

Reynolds, Judith, Historic Properties Protection and the Valuation Process, Chicago,
IL: American Institute of Real Estate Appraisers, 1982, [76-77].

Small, Douglas, Property Valuation in the Five Methods, second edition, New York:


Young, Robert A., Stewardship of the Built Environment: Sustainability, Preservation

Sept 19 limitations

structural considerations
tour with Colin Kennedy (5)

data building/site analysis/history, CDF list, diagrams due by 9/21 by 5pm.

reading:

Kinsella, Judith, Historic Properties Preservation and the Valuation Process, Chicago,
IL: American Institute of Real Estate Appraisers, 1982, [71-73].

Byrne, Donovan D., Feasibility Assessment Manual for Renovating Historic Buildings,


Sept 26 precedent + programming

student presentations

program: discussion

visit Jane Jacobs

partner prominent:
due program, precedent presentation

reading:


Byrne, Donovan D., Feasibility Assessment Manual for Renovating Historic Buildings,

http://www.abcdf.org/design/kdf_archprogramming.php
Adaptive Use: Project Design and Incentives
HP 890/HSPV 890
Thursday 2:00-5:00

Oct 3 Programming: Methods of Working
reading:

Oct 10
Decentralize
reading:

Oct 17 Fall Break

Oct 24
reading:
International Building Code, 2000, select sections

Oct 30
reading:
http://www.nps.gov/lpvs/1012/incentives.htm
Adaptive Use: Project Design and Incentives
HP 890/HSPV 890
Thursday 2:00-5:00


Reading:

November

Due: Space Planning Snapshot

Due: Space Planning Snapshot

Nov. 23 : Thanksgiving Holiday

Due: Space Planning Presentation/Review

Reading:

Final: Dec. 10 by 5pm
Due: Final Paper
Contact Name: Allisyn Miller, Admin Coordinator Email: akmiller1@cofc.edu Phone: 843-937-9596

Department Name: HSPV Graduate Program name: Graduate Program in Historic Preservation (HSPV)

Course Prefix, Number, and Title: HSPV 828, Case Studies in Preservation Engineering

I. CATEGORY OF REVIEW (Check all that apply)

NEW COURSE CHANGE COURSE DELETE COURSE

----- (Complete all sections below that apply including those indicated) -----

☐ New Course
☐ Change Number (IV, VII, VIII, IX)
☐ Delete Course (IV, VII, IX)
☐ Change Title (IV, VII, VIII, IX)
☐ Change Credits/Contact hours (II, IV, VII, IX)
☐ Prerequisite Change (IV, VII, VIII, IX)
☐ Edit Description (III, IV, VII, VIII, IX)

☐ Approve for Cross-listing (attach Graduate Permission to Cross-list Form)

Date (Semester/Year) the course will first be offered, course changes or deletion will go into effect:

NEW COURSE:

*ATTACH THE SYLLABUS FOR A NEW GRADUATE COURSE to include:

- Course description and objectives
- Method of teaching (e.g., lecture, seminar, on-line, hybrid)
- Required and optional texts and materials
- Graduate School Grading Scale
- Assignments, student learning outcomes and assessment components
- Policies to include attendance, Honor Code, American Disabilities Act statement
- Tentative course schedule with specific topics
List prerequisites and/or other restrictions below

\textit{Preq:} Enrollment in MSHP/HSPV program, HP 8190/HSPV 819

Will this course be added to the Degree Requirements?

a) \square \text{ Yes} \quad \square \text{ No}

b) If yes, explain

\begin{center}
\textbf{II. NUMBER OF CREDITS and CONTACT HOURS per week}
\end{center}

\begin{tabular}{lcccr}
A. Contact Hours & Lecture & Lab & Seminar & Ind. Study \\
& 3 & & & \\
\end{tabular}

B. Credit Hours \quad 3

Is this course repeatable? \square \text{ yes} \quad \square \text{ no} \quad \text{If so, how many credit hours may the student earn in this course?}

\begin{center}
\textbf{III. CATALOG DESCRIPTION} Limit to 50 words EXACTLY as you want it to appear in the catalog: include prerequisites, co-requisites, and other restrictions. If changing course description, please include both old and new course descriptions.
\end{center}

Introduction to structural engineering, loads on structures, and structural elements in buildings; examines behavior and deterioration of primary structural materials in historic structures. Students visit real world examples of major engineering issues in existing structures to determine how conclusions are reached and how recommendations are made concerning the structure.

\textit{Preq:} Enrollment in MSHP/HSPV program, HP 8190/HSPV 819
IV. RATIONALE / JUSTIFICATION: If course change—please indicate the course change details. If course change or deletion—please provide reasons for change(s) to or deletion of a course. If a new course—briefly address the goals/objectives for the course and the relationship to the strategic plan.

This new course is being proposed for inclusion in MSHP curriculum to (1) provide venue for current faculty teaching and research interests, (2) create vehicle through which advanced graduate students can pursue research opportunities that address local and regional research requests, and (3) ensure that the MSHP curriculum is consonant with broad current trends in historic preservation scholarship.

Understanding how historic building materials respond to geological and environmental forces is fundamental to diagnosing the symptoms of structural failure and preparing structural interventions.

---

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
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<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. Demonstrate understanding of physical properties and performance characteristics of historic building materials.</td>
<td>1. Successful performance in on-site evaluations of basic abilities to describe physical properties and performance of historic building materials.</td>
</tr>
<tr>
<td>2. Demonstrate ability to ascertain, measure, assess, and describe symptoms of structural failure.</td>
<td>2. Successful presentation of oral summary of materials incorporated in buildings selected for field study.</td>
</tr>
<tr>
<td>3. Demonstrate ability to measure and calculate loads supported by and transmitted by historic buildings.</td>
<td>Successful completion of historic structures conditions report, a semester-long project.</td>
</tr>
<tr>
<td>4. Demonstrate ability to convey on-site finding accurately and succinctly.</td>
<td>Successful completion of historic structures conditions report, a semester-long project.</td>
</tr>
</tbody>
</table>
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?

The Student Learning Outcomes outlined above articulate directly with the MSHP program’s primary pedagogical goals and with the learning objectives adopted by it and approved by the College:

**Overarching Goal:** To prepare future preservationists to employ a broad range of approaches and strategies useful for managing the built environment.

**Broad Learning Outcomes:**

1. Students will demonstrate familiarity with and understanding of the history and theory that informs the practice of Historic Preservation in the United States.

2. Students will recognize and describe historic styles, materials and construction systems that have characterized American architecture.

3. Students will develop research and documentation skills in relation to historic structures and landscapes.

4. Students will accumulate, assemble and evaluate physical and historical data related to the built environment.

5. Students will write well.

VII. IMPACT ON EXISTING PROGRAMS and COURSES: *Please briefly document the impact and expected changes of this new/changed/deleted course on other departments, programs and courses; if deleting a course—list all departments and programs that include the course; if adding/changing a course—explain any overlap with existing courses in the same or different departments; if adding or deleting a course that will be part of a joint program identify the partner institution.*
NO IMPACT on other College of Charleston courses. Revisions are internal only to the HSPV program and are necessary to be in line with Clemson standards for this joint program.

VIII. COSTS ASSOCIATED WITH THE ACTION REQUESTED: List all of the new costs or cost savings, (including new faculty/staff requests, library or equipment, etc.) associated with the action requested. New courses requiring additional resources will need special justification.

NO COSTS ASSOCIATED WITH ACTION REQUESTED.
IX. APPROVAL AND SIGNATURES

Signature of Program Director:

Date: 2-18-14

Signature of Department Chair:

Date: 2-18-14

Signature of Additional Chair*:

Date: 

Signature of Schools’ Dean:

Date: 2-19-14

Signature of Additional Schools’ Dean*:

Date: 

Signature of the Provost:

Date: 3-24-14

Signature of Budget Director/Business Affairs Office:

Date: 

*For interdisciplinary courses

Return form to the Graduate School Office for Further Processing

Signature of Chair of the Faculty Committee on Graduate Education, Continuing Education & Special Programs:

Date: 

Signature of Chair of the Graduate Council:

Date: 

Signature of Faculty Senate Secretary:

Date: 

Date Approved by Faculty Senate: 

September 2011
Date: Tuesday, January 14, 2014

To: Students in Case Studies in Preservation Engineering (lecture)

From: Craig M. Bennett, Jr., PE

Subject: Introduction and course outline

Number of sheets: 5

My filename: u:\clemson-cofc 2014 spring\01 - introduction\2013-08-20 introduction.doc

---

Introduction

This case studies class starts with an introduction to the concepts of structural engineering, particularly loads on structures, structural elements in buildings and stresses in those elements. It then briefly covers the behavior (and deterioration) of several specific materials, particularly focusing on soil, masonry, timber, iron and steel and concrete, the primary structural materials in historic and in more recent existing structures. Finally, the course takes the students through a number of real world examples of major engineering issues in existing, mostly historic, structures.

In looking at specific case studies, students are given the symptoms of distress in a structure and are shown how more information is gathered, how conclusions are reached and how recommendations are made concerning the structure. In most of the cases, students will visit the structures themselves and will see the structural issues first hand.

Professor

The course is led by Craig M. Bennett, Jr. a structural engineer who specializes in existing buildings, especially historic structures. Bennett is a founding principal of 4SE (2002) and Bennett Preservation Engineering (2012), both Charleston based structural engineering firms.

Bennett will be available on an as needed basis and primarily by appointment. Please contact him by e-mail (please use the e-mail address below rather than the school e-mail address) at any time or by phone between Noon and 1:00 PM, between 6:00 and 9:00 PM and on weekends. Evenings and weekends, please use either a home number or the mobile number.
Policies

Attendance is expected at all classes, including field trips. While students will be offered the opportunity to go into parts of buildings where access is difficult, no one will be required to climb into attics, crawl in crawl spaces or ascend scaffolds and there will be no penalty for not doing so. Students are required to wear close-shoes on all field trips. Some field trips will require hard hats. Most will require closed toe shoes. Some require climbing vertical ladders, hence skirts are inappropriate. Cameras are generally a welcome addition to field trips, but students absolutely must be aware of their surroundings when using them... stepping backwards is not an option on most job sites. Taking a small flashlight and a notepad on field trips is a good idea. Finally you will have to sign a release to enter most interesting areas of buildings.

Readings will be assigned from the Preservation Technology Primer: Readings from the APT Bulletin and from the National Park Service’s Preservation Briefs. Ownership of the first text is not required, as all of the readings are available in the APT Bulletin online, but since the book is a compilation of the very best articles from the first 40 years of the Bulletin, ownership is recommended for those who expect to actually be involved in preservation beyond this course. The book is available both locally and from the Association for Preservation Technology, International. The National Park Service’s Preservation Briefs, are available on the Web.

Grading will be consistent with school policies. Grades will be based to some degree on class participation, and additionally on performance on one test, on two presentations and on a paper. The quality of the work on the paper is the primary determinant of your final grade. Note: You might go back and reread that sentence.

GRADING POLICY: Clemson University grades on a system of A, B, C, D, and F without pluses and minuses.
A--Excellent Indicates work of a very high quality, the highest grade given.
B--Good Indicates work that is above average though not of the highest quality.
C--Fair Indicates work of average to weak quality, the lowest passing grade.
F--Failed

Both Clemson and the CofC have asked all pros to publicize the school’s honor codes, incorporating them into the initial course outline. Here they are:

CLEMSON UNIVERSITY ACADEMIC INTEGRITY: As members of the Clemson University Community, we have inherited Thomas Green Clemson’s vision of this institution as a high seminary of learning. Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating or stealing in any form.

CLEMSON UNIVERSITY DISABILITY ACCESS: It is University policy to provide on a flexible and individual basis reasonable accommodations for students with disabilities. Students are encouraged to contact Student Disability Services to discuss their individual needs for accommodation.
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.

Students can find the complete Honor Code and all related processes in the Student Handbook at http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php

Prerequisites

Students will not be required to have any engineering background and will not be required to use calculus or other higher math, but ability to use fifth grade arithmetic will be an asset. Familiarity with the most basic areas of high school geometry won’t hurt, nor would it be a bad idea to be able to use AutoCAD LT or some other simple drafting program, Photoshop Elements and PowerPoint. The ability to write and express one’s self clearly is important in everything one does in life and this class is no exception.

Very Tentative Course Outline - Subject to change on a regular basis

Tue Jan 14  - Introduction: Policies and Overview
              - Students
              - Slide show covering some of the projects and subjects we’ll study this term
              - First walkabout, if time allows

Tue Jan 21  - A Common Vocabulary: A Comprehensible Engineering Lecture
- Loads on structures
- Structural elements in buildings
- Stress, strain, elastic and plastic behavior

Tue Jan 28
- Materials
  - Soil, masonry, timber, iron and steel, concrete
  - Stresses, strains and behavior of these materials

Tue Sep 10
- Masonry:
  - Behavior
  - Deterioration
  - St. Michael's Episcopal Church (visit)
  - The Fireproof Building (visit)

Tue Sep 17
- Concrete:
  - Introduction to Behavior
  - Deterioration
  - The City of Charleston Seawalls (visit)

Tue Sep 24
- Test; Projects; Reports; Site work

Tue Oct 1
- Masonry and Iron/Steel:
  - Independent Presbyterian Church, Savannah
  - Randolph Hall, Towell Library, Porter’s Lodge, the Cistern (visit)
  - Grace Episcopal Church (visit)

Tue Oct 8
- Wood:
  - Behavior
  - Deterioration
  - Simple structural engineering

Tue Oct 15
- (spring break)

Tue Oct 22
- Wood:
  - The Cathedral Church of St. Luke and St. Paul (visit: climbing)

Tue Oct 29
- Preliminary presentation of projects

Tue Nov 5
- Wood:
  - Summer Salt or a Charleston Single House (visit)

Tue Nov 12
- Concrete and veneer brick:
  - More advanced behavior
  - The Walton Research Building at MUSC (visit)
Tue Nov 19 - Presentations of projects
Tue Nov 26 - Presentations of projects (note: Thanksgiving holiday begins the next day)
Tue Dec 3 - Final report due

Craig M. Bennett, Jr., PE
Bennett Preservation Engineering PC