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

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)

☐ New Course (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

*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

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**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?

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**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 course analyzing 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 movements existing and potential for interface with the discipline of preservation.

*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></td>
<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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<tr>
<td></td>
<td>Mid-semester paper</td>
</tr>
<tr>
<td></td>
<td>Final paper</td>
</tr>
</tbody>
</table>
The series of three papers will assess student’s initial baseline awareness and then track and access their development toward this learning outcome.

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: 3/24/14

Signature of the Provost:

Date: 3/26/14

Signature of Budget Director/Business Affairs Office:

Date: 2.26.14

*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: 3/14/2014

Signature of Chair of the Graduate Council:

Date: 3/14/14

Signature of Faculty Senate Secretary:

Date: __________________________

Date Approved by Faculty Senate: __________________________

September 2011
Sustainability and Historic Preservation

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

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.

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 interface conceptually and pragmatically. Students will be able to critically evaluate overlaps between the fields and situate preservation interventions within the larger context of sustainability thinking.

Grade distribution for the course:

- 15% Attendance/participation
- 10% Reading discussion leadership
- 15% Precedent project presentation
- 20% Initial paper
- 20% Mid-semester paper
- 20% Final paper

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

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 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 guest lecturer does not arrive within 15 minutes of the scheduled starting time, students are dismissed.

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 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 10:30 am – 12:30 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 anytime my office door is open, or e-mail me at aleifes@clemson.edu for specific questions or to schedule a convenient meeting time.
Sustainability and Historic Preservation
HP 8250/HSPV 825
Thursday 2:00-5:00
Spring 2016 syllabus

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. 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 accommodation.

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 abridgment 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:

Required Texts:


Additional articles will be posted to Blackboard as required reading.

Reference Literature:


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

subject to change...

[1] Thr Jan 7 introduction
course structure and content
baseline evaluation (in class written assignment)
starting point - discussion of sustainability

PART ONE: WHY?

[2] Thr Jan 14 dramatic climate destabilization
reading:
Young selections from chapters 1 and 3
David Orr
Kyoto Protocol
Scientific journal articles as posted to Bb

MLK HOLIDAY

role of buildings
consumption patterns over time
introduction of ecological footprint concept
due: initial paper
reading:
Young
Longstreth

[4] Thr Feb 4 multiple facets
SEF model of sustainability
'logics' according to Guy and Farmer
reading:
Guy & Farmer

PART TWO: HOW?

[5] Thr Feb 11 energy production and efficiency
possible site tour

[6] Thr Feb 18 evaluating building performance
building assessment systems
why does this matter - STS theory
current evaluation techniques
what is missing?

[7] Thr Feb 25 alternative evaluation strategies
others that exist
better representing the social

spring break

page 3 of 4
[8] Thr Mar 10 Passive and historic strategies in building design
due: mid term paper

PART THREE: IMPLICATIONS

[9] Thr Mar 17 City-scale patterns
   traditional town patterns
   lifestyle/livability and its connection to environmental degradation

[10] Thr Mar 24 Social and Cultural behavior
    localized vs globalized solutions

[11] Thr Mar 31 Advocacy in the field

[12] Thr April 7 project presentation and discussions [day 1]
    due: precedent presentation

[13] Thr April 14 project presentation and discussions [day 2]
    due: precedent presentation

[14] Tue April 21 final discussion
    your role in this
    moving forward
course evaluations

final April 25 final paper due