FACULTY CURRICULUM COMMITTEE
SIGNATURE PAGE

- In section A, list ALL of the forms covered by this signature page. If you submit a form that is not listed in A, your proposal will be held back until we receive a new, updated signature page.
- You must obtain the signature of your department chair and dean before submitting your proposal.

A. FORMS COVERED BY THIS SIGNATURE PAGE. List each form you are submitting—for instance, PSYC 383, Course Form; PSYC, Change of Major Form; PSYC, Change of Minor Form.

   EAVT Minor Form


B. APPROVAL AND SIGNATURES.

1. Signature of Department Chair or Program Director:

   [Signature]
   Date: 11/27/15

2. Signature of Academic Dean:

   [Signature]
   Date: 10/20/15

3. Signature of Provost:

   [Signature]
   Date: 11/20/15

4. Signature of Business Affairs (only for course fees):

   [Signature]
   Date: 

   □ fee approved on ______
   □ BOT approval pending

5. Signature of Curriculum Committee Chair:

   [Signature]
   Date: 11-20-15

6. Signature of Budget Committee Chair (only for new programs):

   [Signature]
   Date: 

7. Signature of Academic Planning Committee Chair (only for new programs):

   [Signature]
   Date: 

8. Signature of Faculty Senate Secretary:

   [Signature]
   Date: 

Date Approved by Faculty Senate: 

[Stamp: School of HSS
OCT 20 2015
Dean's Office
Received Date]
MEMORANDUM

TO: Provost and Faculty Curriculum Committee

FROM: Todd LeVasseur, RELS faculty and Director of ENVT minor

DATE: 25 September 2015

RE: Add HPCP-222 to list of approved courses for the ENVT minor

I wish to add HPCP-222: *Old & Green: Where Heritage Preservation and Environmental Conservation Overlap* to the approved list of courses that meet the requirement for the category *II. Social Sciences and Humanities Environment Courses* for the ENVT minor.

This course meets the current guidelines for interdisciplinary programs by having a significant focus (i.e., >1/3 of course content) on environmental topics.

Enclosed is a note from Dr. Gilmore III, Director of the Historic Preservation and Community Planning Program approving this change, a completed FACULTY CURRICULUM COMMITTEE MINOR FORM and finally the complete curriculum for the minor (including the description and course list, exactly as it should appear in the catalog).

Please let me know if further information is required.
FACULTY CURRICULUM COMMITTEE
MINOR FORM

Instructions:
- Please fill out all of the portions of the form that are specified in section B. You must do this before your request can move forward!
- Remember that your changes will not be implemented until the next catalog year at the earliest.
- If you have questions, please start by checking the detailed instructions on the website. Please feel free to contact the committee chair with any remaining questions you might have.

A. CONTACT INFORMATION.

Name: Dr. Barry Stiefel Phone: 953-7335 Email: stiefelb@cofc.edu
School: Arts Department or Program: Art and Architectural History
Name and Acronym of Minor: Environmental Studies/ENVT

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

☐ Add a New Minor (complete all portions)

☐ Change an Existing Minor (complete C, D, E, G, H, and I)
  ☐ Add existing course or courses to requirements or electives
  ☑ Add new course(s) to requirements or electives (attach completed course form for each)
  ☐ Delete courses from requirements or electives

☐ Terminate a Minor (complete E, G, H, and I)

C. GENERAL INFORMATION.

Number of Current Credit Hours (for existing minors): ___19___
Number of Proposed Credit Hours (for new or changing minors): ___19___

Catalog year in which changes will take effect: FALL 2016

☒ Interdisciplinary (please see guidelines on the Curriculum Committee website and include acknowledgments from relevant departments)

According to academic policy, students may not obtain a major/concentration and minor in the same subject. Will students in specific majors be prohibited from declaring this minor because of this policy?

___ Yes—Which major(s) or concentration(s)? __________

☒ No

D. CURRICULUM. For a changed minor, please list every change you are making below AND attach the current catalog entry for this minor (from the Minor Requirements section) with changes marked in RED. Additions should show where the course will be inserted, deletions should be noted by crossing out the course, and moves indicated with arrows. Distinguish between required and elective courses, and note any prerequisites, co-requisites, sequencing, or other restrictions. For each new course, submit the Curriculum Committee’s Course Form and a sample syllabus. For

This form was last updated on 6/6/2013 and replaces all others.
a new program, please submit the complete curriculum and catalog description exactly as they should appear in the catalog.

Changes made—adding the option of taking HPCP 222 to meet the requirement of the minor for at least 6 hours of courses to be in the humanities/social sciences. This course will be listed in the catalogue under

E. RATIONALE AND EXPLANATION. Please provide a narrative addressing the request you are making and why you are making it. In addition, for a new minor, please address its objectives, provide evidence of student interest (e.g. interviews with student focus groups, enrollment in special-topics courses in this area), and explain how the minor supports the liberal arts tradition as well as the mission of the institution.

I am requesting to allow Dr. Stiefels HPCP-222 to count towards the ENVT minor. This course offers needed content to the existing ENVT curricula, covering topics not currently covered by existing classes. The specific focus in HPCP-222 on sustainable urban planning and critical analyses of human-nature interactions in urban settings fits the curricula goals of the minor, as well as CofC’s strategic mission to educate productive members of society—understanding issues of class, resource consumption, policy, and urban planning and how these fit into sustainability help meet this aspect of our mission.

F. 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 minor? Attach a Curriculum Map.</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. Humanities Outcome 1: Students will be able to analyze how ideas related to preservation and environmental theory and practices are represented, interpreted and valued in various expressions of human culture related to sustainability.</td>
<td>Papers and essay exams in which students analyze an idea or ideas related to the course content employing the concepts, methods or practices appropriate to the discipline.</td>
</tr>
<tr>
<td>2. Natural Science Outcome 1: Students apply physical/natural principles to analyze and solves problems related to the historic built environment and the natural environment.</td>
<td>Students will generate a written paper in which they identify the information or data needed to address a particular problem or issue.</td>
</tr>
<tr>
<td>3. Social Science Outcome 1: Students can apply social science concepts, models or theories to explain human behavior related to the treatment of the historic built environment and the natural environment.</td>
<td>Written assignment or essay.</td>
</tr>
</tbody>
</table>

This form was last updated on 6/6/2013 and replaces all others.
How does this minor 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 minor?

G. IMPACT ON EXISTING PROGRAMS AND COURSES. Please describe the impact of this request on other programs and courses. If you are deleting a minor, please identify all programs that will be affected. If you are adding or changing a minor, please explain any overlap with existing programs at the College.

This will provide a needed option for ENVT minors to help with the HSS side of their trajectory through the program.

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

None associated.

I. CHECKLIST.

☐ I have completed all relevant parts of the form.

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

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

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

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

☐ I have submitted one Signature Form that lists all of the different forms I am submitting.

This form was last updated on 6/6/2013 and replaces all others.
Environmental Studies Minor

Phone: 843.953.5995

Seth Pritchard, Director

Todd LeVasseur

The environmental studies minor is offered for students who have an interest in learning more about the natural environment and the ecology of the planet, as well as understanding the relationship of political, social, cultural, and economic activities to that environment.

Requirements
Credit Hours: 19 hours (from the following three categories)

I. Natural Sciences and Mathematics Environmental Courses

Three or more courses (at least nine credit hours) plus prerequisites selected from:

- BIOL 204 Man and the Environment
- BIOL 209 Marine Biology, with lab
- BIOL 301 Plant Taxonomy
- BIOL 340 Zoogeography
- BIOL 341 General Ecology, with lab
- BIOL 342 Oceanography, with lab
- BIOL 360 Introduction to Biometry
- BIOL 406 Conservation Biology
- BIOL 410 Applied & Environmental Microbiology, with lab
- BIOL 444 Plant Ecology
- BIOL 503 Special Topics in Ecology
- CHEM 422 Environmental Chemistry
- CHEM 422L Environmental Chemistry Lab
- GEOL 103 Environmental Geology, with lab
- GEOL 213 Natural Hazards
- GEOL 257 Marine Geology
- GEOL 275 Geomorphology, with lab
- GEOL 288 Climate Change: A Global Perspective
- GEOL 312 Environmental Field Methods, with lab
- GEOL 320 Earth Resources
- GEOL 438 Hydrogeology, with lab
- GEOL 449 Geographical Information Systems, with lab
- MATH 250 Statistical Methods I
- PHYS 105 Introduction to Meteorology
- PHYS 308 Atmospheric Physics
- PHYS 350 Energy Production
- PHYS 456 Air Pollution Meteorology
- PHYS 457 Satellite Meteorology
- PHYS 458 Climate Change

Special topics courses offered by departments may be approved on a course-by-course basis.

NOTE: Only one course in the student’s major department may be applied to the minor. Only one mathematics course may be chosen.

II. Social Sciences and Humanities Environmental Courses

Two courses (plus prerequisites) selected from:

- ANTH 318 Theories for the Origin of Agriculture
- ECON 311 Environmental Economics
- ENTR 407 Ecopreneurship
- PHIL 150 Nature, Technology and Society
- PHIL 155 Environmental Ethics
- PHIL 245 Environmental Philosophy
- POLI 294 Sustainability
European Studies Minor

Phone: 843.953.5930

William Olejniczak, Director

European studies is an interdisciplinary area studies minor that introduces students to the diverse cultures and nations of Europe through the study of history, literature, languages, visual arts, economics, business, politics, religion and society.

Requirements
Credit Hours: 18

Cluster A: History and Ideas (3 credit hours)
Cluster B: Languages, Literature, Culture (3 credit hours)
Cluster C: Economics, Politics, Society (3 credit hours)

Electives (6 credit hours)

European Studies 400 Capstone Course (3 credit hours)

NOTE: Six credit hours of electives must be taken from Cluster A, B, or C with the following restrictions: no more than 6 credit hours from one cluster, no more than 3 credit hours from one discipline, and no more than 6 credit hours devoted to the study of one country may count towards the 18-hour minor. In order to complete this minor, students will take HIST 101 and 102 (or HONS 121/122 and HONS 131/132) or their equivalents and a European language.

NOTE: Each semester, departments offer relevant special topics courses. When appropriate, special topics courses will count towards the minor. Students should consult with the director of the program to determine if a special topics course may count towards the minor. Students may also need to fulfill prerequisites before they take certain upper-level courses in some departments.

Cluster A: History and Ideas
Choose one 3-credit-hour course from the following:

HIST 231 Ancient Greece
HIST 232 Ancient Rome
HIST 234 Early Middle Ages
HIST 235 High Middle Ages
HIST 242 History of Modern France
HIST 244 Political and Social History of Germany from 1866 to Present
HIST 252 Women in Europe
HIST 256 History of Science and Technology
HIST 281 Disease, Medicine, and History
HPCP-222: Old & Green: Where Heritage Preservation and Environmental Conservation Overlap

Date/Time: TBD
Location: TBD
Professor: Dr. Barry Stiefel
Email: stiefelb@cofc.edu
Office Hours: TBD
Office Location: 12 Bull Street

Course Description:
The purpose of this class is to provide an introduction on where Heritage Preservation and Environmental Conservation overlap in practice and theory. Topics include sustainability, preservation and environmental planning, rural preservation, easements and transfer of development rights, Smart Growth, adaptive reuse, green building, heritage eco-tourism, historic places and global climate change, and interior environmental health.

Class Texts:
All books can be found at University Books Of Charleston or ordered online at Amazon.com, Borders.com, etc. Also, try checking your local library and/or Inter Library Loan (this is the cheapest option). Worldcat.org is a great place to check to see what local libraries have the books that you need as well as to conduct research for your assignments.

4. Miscellaneous websites and articles provided by me online using OAKS, and appear in *italics* within the class schedule

Course Requirements and Grading:
Class Participation & Daily Reading Notes, 25% of Grade: Each individual in the course will be expected to prepare for, attend, and participate in class. Attendance and class preparation will be graded based on the (almost) daily submission of reading notes from the assigned readings at the beginning of each class. These notes are to be a minimum of 1/2 page in length and must conclude with at least two questions that you have about the material. These notes will be important for you to have during class and throughout the semester as a reference, so it is recommended that you submit a duplicate copy to me. The notes may be handwritten or typed.

*Biodiversity Survey, 10% of Grade:* Each student will be expected to conduct a biodiversity survey as part of class participation for *The Built Environment as Part of an Ecosystem*. You may work together in groups if you wish. The Biodiversity survey will
be a list of all organisms that you encounter in your immediate environs. Please be sure to make notes of the location and circumstances you encounter each species as well as organize the survey into categories (i.e., plants, mammals, birds, reptiles, fungus, etc.) and indicate if you are in a urban, suburban, or rural setting as well as roughly how old the cultural landscape is. Taking digital pictures is encouraged. Try to account for as many different species and locations as possible, from the mold growing on the rotten leftovers in you frig to the bird nesting in the trees outside your window, as well as the exotic plantings in your neighbor’s gardens. Also consider “secondary” evidence of species, such as abandoned nests, dung, termite holes in a historic building, etc., that indicate the presence of an organism even though you haven’t actually seen it. It is advisable that you use field guide catalogues for this project, either from your local library or online, to help you in identifying species. Common names in English are preferred for labeling species since most people are not familiar with Latin. I expect you to commit at least 3-4 hours on this project outside of class, but you may break it up over multiple days. Be prepared to present your findings at the end of the survey.

Midterm Paper, 20% of Grade: A 6-8 page paper on the history and theory of historic preservation and environmental conservation. You must include concepts from The Antiquities Act: A Century of American Archaeology, Historic Preservation, and Nature Conservation as well as a little of your own research. Please include in this paper discussion on how these two movements/histories/theorems compared and contrasted with each other. The papers will be electronically submitted to the Professor by email for grading. See course schedule for due date. Students will give a presentation of their research as well.

Group Term Paper, 20% of Grade: In groups of 3-4 people, select a topic of your choice to research and report on (however, the Professor must approve it). The topic MUST touch on historic preservation AND environmental conservation in some way. The paper length should average 7-8 pages per person (21-24 for groups of 3, 28-32 pages for groups of 4). The papers will be electronically submitted to the Professor by email for grading. See course schedule for due date. Students will give a presentation of their research as well.

Final Exam, 25% of Grade: Bring 1-2 Blue Books to class. Expect essay questions from a list. The final exam will be cumulative and will involve Our Ecological Footprint: Reducing Human Impact on the Earth and Culture, Environment, and Conservation in the Appalachian South.

All papers are to be double-spaced using a legible font (i.e. Times, Helvetica, Arial, etc.) at 12-points, have the standard one-inch margins on 8x11 inch paper. Proper citations must be used when appropriate in either Footnotes or Endnotes – the style is your discretion but must be standardized (i.e. Chicago, MLA, APA, etc.). While title pages, appendices, work cited pages are nice – and often necessary – they are not tallied as part of the page count for assignments.

Presentations should last about five (5) minutes (per person). You may make a PowerPoint, video, or other interactive presentation. If you create a video, uploading it to
an online network, such as YouTube or Google Video, may help begin your presentation faster. Keep in mind how long it may take for you to set up your presentation.

Grade Distribution

<table>
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<tr>
<th>Percentage</th>
<th>Grade</th>
<th>Score</th>
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<tbody>
<tr>
<td>+100-95%</td>
<td>A</td>
<td>4.0</td>
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<tr>
<td>94-90%</td>
<td>A-</td>
<td>3.67</td>
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<tr>
<td>89-87%</td>
<td>B+</td>
<td>3.34</td>
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<tr>
<td>86-84%</td>
<td>B</td>
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<tr>
<td>83-80%</td>
<td>B-</td>
<td>2.67</td>
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<tr>
<td>79-77%</td>
<td>C+</td>
<td>2.34</td>
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<tr>
<td>76-74%</td>
<td>C</td>
<td>2.0</td>
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<tr>
<td>73-70%</td>
<td>C-</td>
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<td>69-67%</td>
<td>D+</td>
<td>1.34</td>
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<tr>
<td>66-64%</td>
<td>D</td>
<td>1.0</td>
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<tr>
<td>63-60%</td>
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<td>.67</td>
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<tr>
<td>&lt;59%</td>
<td>F</td>
<td>.34</td>
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Ask if you have questions during the semester. The Professor reserves the right to make changes to the syllabus during the semester due to unforeseen circumstances.

Make Up Work Policies:
Given the nature of this course, the expectation is that students will be able to meet all deadlines for completing all reading and writing assignments. In turn, only extraordinary or emergency circumstances will merit consideration for a deadline extension and will have to be evaluated by the Professor on a case-by-case basis. Also, contact the Professor as soon as possible to explain any anticipated or missed deadlines.

Honor Code:
All academic assignments in this course are conducted under the provisions of the College of Charleston Honor Code. In particular, while students will collaborate during group discussions of the material and their work, when it comes to assembling their initial problem set/exercise/essay responses and taking module exams, students are expected to work independently. Blatant plagiarism and/or cheating are grounds for failure within the class and will be reported to the College of Charleston for appropriate disciplinary proceedings. For students that have questions as to what plagiarism exactly entails (for those of you that like to push the envelope) please feel free to look up the definitions at http://www.plagiarism.org/.

Student Disability Accommodations:
Any student with a disability in need of course or examination accommodations should request accommodations through the Student Disability Services. Please do this as soon as possible. In turn, please let me know when you are eligible for accommodation (through an e-mail correspondence) and provide a copy of your approved accommodation form from SDS to me (as well as to each professor in whose course you wish to receive accommodations). I am committed to working with the Student Disability Services to ensure that all approved accommodations are provided. However, if you do not deliver
the approved accommodation form, I will not know you have been approved to receive accommodations and will have no basis for providing those accommodations.

**Proposed Schedule:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Subject/Event</th>
<th>Assignment(s) Due</th>
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<tbody>
<tr>
<td>Tuesday</td>
<td>Introduction and Discussion</td>
<td>Review Syllabus (In Class)</td>
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<td><em>Rypkema Speech on Historic Preservation (In Class)</em></td>
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<tr>
<td>Thursday</td>
<td>Lecture &amp; Discussion</td>
<td><strong>Read:</strong> <em>Preservation Ideal; On Preserving Ecological and Cultural Landscapes; The Greening of Historic Properties; Conservation, Preservation, and Environmental Activism: A Survey of the Historical Literature</em> <a href="http://www.cr.nps.gov/history/hisnps/NPSThinking/nps-oah.htm">http://www.cr.nps.gov/history/hisnps/NPSThinking/nps-oah.htm</a></td>
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<td><strong>Hand In:</strong> Daily Notes</td>
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<tr>
<td>Tuesday</td>
<td>Sustainability Lecture</td>
<td><strong>Read:</strong> <em>Sustainable Historic Preservation</em> <a href="http://www.wbdg.org/resources/sustainable_hp.php">http://www.wbdg.org/resources/sustainable_hp.php</a></td>
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<td><strong>Hand In:</strong> Daily Notes</td>
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<tr>
<td>Thursday</td>
<td>Discussion</td>
<td><strong>Read:</strong> <em>Sustainable Design and Historic Preservation, GSA Sustainable Design Policy, AIA Roundtable on Sustainable Design</em></td>
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<td><strong>Hand In:</strong> Daily Notes</td>
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<tr>
<td>Tuesday</td>
<td>Preservation Planning &amp; Environmental Planning Lecture</td>
<td><strong>Read:</strong> <em>Secretary's Standards for Preservation Planning</em> <a href="http://www.nps.gov/history/local-law/arch_stnds_1.htm">http://www.nps.gov/history/local-law/arch_stnds_1.htm</a>; Preservation Planning; Environmental Planning; Traditional Cultural Properties, Management, &amp; Enviro Plan*</td>
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<td><strong>Hand In:</strong> Daily Notes</td>
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<tr>
<td>Thursday</td>
<td>Discussion</td>
<td><strong>Read:</strong> <em>Intro to Charleston Preservation Plan, South Carolina Preservation Plan, Charleston Sustainability Plan</em></td>
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<td></td>
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<td><strong>Hand In:</strong> Daily Notes</td>
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<tr>
<td>Tuesday</td>
<td>Rural, Wilderness, &amp; Farmland Preservation Lecture</td>
<td><strong>Read:</strong> <em>Wilderness.net (Read all significant links)</em> <a href="http://www.wilderness.net/index.cfm?fuse=NWPS">http://www.wilderness.net/index.cfm?fuse=NWPS</a>)</td>
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<td><em>Farmland Preservation Blossoms</em> <a href="http://mluli.org/farms/fullarticle.asp?fileid=17077">http://mluli.org/farms/fullarticle.asp?fileid=17077</a>*</td>
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<td><em>Preserving Rural Character; Promoting Agriculture; Rural by Design</em></td>
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<td><strong>Hand In:</strong> Daily Notes</td>
</tr>
<tr>
<td>Thursday</td>
<td>Discussion</td>
<td><strong>Read:</strong> <em>Micro Regional Planning; Hanalei Bridge; Farming Historic Landscapes; National Trust</em> <a href="http://www.preservationnation.org/resources/legal-resources/easements/">http://www.preservationnation.org/resources/legal-resources/easements/</a>* Voluntary Farmland Preservation Techniques <a href="http://www.hillsdalecounty.info/planningeduc0008.asp">http://www.hillsdalecounty.info/planningeduc0008.asp</a>*</td>
</tr>
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<td></td>
<td><strong>Hand In:</strong> Daily Notes</td>
</tr>
</tbody>
</table>
| Tuesday | The Built Environment as Part of an Ecosystem Brief Lecture & Field Work | **Read:** *Urban Wildlife Habitat Programs*  
http://www.neighborhoodlink.com/essi/clubextra/77154819.html;  
*Towards the Integrated Management of Scotland's Cultural Heritage; Nest-Site Selection by Cooper's Hawks in an Urban Environment*  
**Hand In:** Daily Notes |
|---------|-----------------|-------------------------------------------------|
| Thursday | Field Work | **Read:** *Bird Use of Rural and Urban Converted Railroad Rights-of-Way in Southeast Nebraska; Seasonal Use of Bridges by Rafinesque's Big-Eared Bat*  
**Hand In:** Daily Notes & discuss biodiversity survey |
| Tuesday | Discussion & Presentation of Findings | **Read:** *Pests and Environmentally Friendly Control*  
**Hand In and Present:** Biodiversity Survey |
| Thursday | Antiquities Act by Harmon Discussion | **Read:** Introduction and Part 1 of Antiquities Act by Harmon  
**Hand In:** Daily Notes |
| Tuesday | Discussion | **Read:** Parts 2 and 3 of Antiquities Act by Harmon  
**Hand In:** Daily Notes |
| Thursday | Discussion | **Read:** Parts 4 and 5 of Antiquities Act by Harmon  
**Hand In:** Daily Notes |
| Tuesday | **Midterm paper due and Presentations** | **Hand In:** Midterm paper on the history and theory of historic preservation and environmental conservation |
| Thursday | Presentations |  |
| Tuesday | Culture, Environment, and Conservation in the Appalachian South Discussion | **Read:** Parts 1 and 2, *A Delicate Balance*, by Halfacre  
**Hand In:** Daily Notes |
| Thursday | Discussion | **Read:** Part 3, *A Delicate Balance*, by Halfacre  
**Hand In:** Daily Notes |
| Tuesday | Smart Growth, Adaptive Reuse, & Green Building Lecture | **Read:** *Why Johnny Can’t Walk to School; Smart Growth; Preservation is Smart Growth; Green Building Waste Reduction Guide*  
http://www.recycleworks.org/greenbuilding/gbg_waste_reduction.html; *New Urbanism*  
http://www.newgeorgiaencyclopedia.org/nge/Article.jsp?id=h-1125  
**Hand In:** Daily Notes |
| Thursday | Discussion | **Read:** *Australian Government Adaptive Reuse; Montgomery Park: Sustainable Adaptive Reuse; Cambridge City Hall Case Study; Why Historic Preservation is Smart Growth*  
http://www.wisconsinhistory.org/hp/smartgrowth/rykema.asp  
**Hand In:** Daily Notes |
| Tuesday | Interior Environmental Health & Green Design Lecture | **Read:** *An Introduction to Indoor Air Quality*  
http://www.epa.gov/iaq/voc.html;  
*Green Interior Design Solutions*  
http://www.idsgreen.com/;  
*S.T. Dana Building Renovation*  
http://www.buildinggreen.com/hpb/overview.cfm?projectId= |
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Reading</th>
<th>Hand In</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday</td>
<td>Discussion</td>
<td>Read: Conserving Energy in Historic Buildings; Heating, Ventilating, and Cooling Historic Buildings; Appropriate Methods for Reducing Lead-Paint Hazards</td>
<td>Daily Notes</td>
</tr>
<tr>
<td>29</td>
<td>Brownfields, Economic Redevelopment, Environmental/Social Justice Lecture</td>
<td>Hand In: Daily Notes</td>
<td></td>
</tr>
</tbody>
</table>
| Tuesday  | Brownfields, Economic Redevelopment, Environmental/Social Justice Lecture | Read: Culture, Historic Preservation and Economic Development  
http://www.columbia.edu/cu/china/DRPAP.html; Evesore or Opportunity?  
Sierra Club Conservation Policies  
Environmental Aspects on Preserving Historic Urban Areas; Environmental Renewal and Economic Revitalization | Daily Notes |
| Thursday | Discussion                                 | Read: Brownfields; Environmental Reparations; Urban Treasure or Urban Nightmare; Biggest Brownfield | Daily Notes |
| Tuesday  | Historic Places and Global Climate Change Lecture | Read: Reuse of Historic Buildings to Address Climate  
http://solo.solaia.org/eknowledge/Resources/Documents/AIA_072833;  
Historic environment plays role in tackling climate change  
http://www.nationaltrust.org.uk/main/w-global/w-news/w-latest_news/w-news-heritage_climate_change.htm;  
Acid Rain & Air Pollution vs. the Buildings of Montreal | Daily Notes |
| Thursday | Discussion                                 | Read: Saving Venice; Heritage Counts; New Orleans, Hurricane Katrina, and Global Climate Change | Daily Notes |
| Tuesday  | Group Term Paper Due and Presentations     | Hand In: Group Term Paper due                                                              |         |
| 17       |                                            |                                                                                           |         |
| Thursday | Our Ecological Footprint Discussion and Final Exam Review | Read: All of Our Ecological Footprint by Rees, Wackernagel and Testemal. Take Ecological Footprint Quiz  
http://myfootprint.org/ and be prepared to discuss your results. Your score on the quiz will not be graded. | Daily Notes |
| Tuesday  | Study Day                                  | No Class                                                                                  |         |
| Thursday | Study Day                                  | No Class                                                                                  |         |
| Tuesday  | Final Exam – 8:00-11:00am                  | Bring 1-2 Green/Blue Books to Class                                                       |         |