

Eastern Illinois University  
**NEW/REVISED COURSE PROPOSAL FORMAT**  
(Approved by CAA on 9/29/11 and CGS on 10/18/11, Effective Fall 2011)

This format is to be used for all courses submitted to the Council on Academic Affairs and/or the Council on Graduate Studies.

Please check one: ☐ New course ☒ Revised course

**PART I: CATALOG DESCRIPTION**

1. **Course prefix and number, such as *ART 1000*:** HIS 5020
2. **Title (may not exceed 30 characters, including spaces):** Historical Interpretation
3. **Long title, if any (may not exceed 100 characters, including spaces):** Historical Interpretation for Public Audiences
4. **Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:** 3-0-3
5. **Term(s) to be offered:** ☐ Fall ☒ Spring ☐ Summer ☐ On demand
6. **Initial term of offering:** ☐ Fall ☒ Spring ☐ Summer **Year:** 2014

**7. Course description:**

HIS 5020 is a study of the purpose, content, and communication processes involved in interpreting the past through artifacts, historic sites, and associated public programs. The course is organized around field-wide issues relating to historical interpretation for public audiences, the different venues in which it occurs, and identifying and applying the key elements of effective public programs.

**8. Registration restrictions:**

**a. Equivalent Courses**

- **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course).  
No equivalent courses exist.
- Indicate whether coding should be added to Banner to restrict students from registering for the equivalent course(s) of this course. ☐ Yes ☐ No

**b. Prerequisite(s)**

- **Identify the prerequisite(s)**, including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course.  
Admission to the Historical Administration Program
- Indicate whether coding should be added to Banner to prevent students from registering for this course if they haven't successfully completed the prerequisite course(s). ☐ Yes ☒ No

If yes, identify the minimum grade requirement and any equivalent courses for each prerequisite course:

**c. Who can waive the prerequisite(s)?**

HIS 5020 is a core course requirement open only to students enrolled in the graduate program in History with Historical Administration Option. The instructor, in consultation with the HA coordinator, may, on rare

occasion make exceptions, but restricting registration to enrolled members of the program is a means of maintaining the integrity of the curriculum.

☐ No one    ☐ Chair    ☒ Instructor    ☐ Advisor    ☐ Other (Please specify)

**d. Co-requisites** (course(s) which MUST be taken concurrently with this one): N/A

**e. Repeat status:** ☒ Course may not be repeated.

☐ Course may be repeated once with credit.

Please also specify the limit (if any) on hours which may be applied to a major or minor.

**f. Degree, college, major(s), level, or class** to which registration in the course is restricted, if any:

MA History with Historical Administration option

**g. Degree, college, major(s), level, or class** to be excluded from the course, if any:

**9. Special course attributes** [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive]

**10. Grading methods** (check all that apply): ☒ Standard letter    ☐ CR/NC    ☐ Audit    ☐ ABC/NC  
("Standard letter"—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)

**Please check any special grading provision that applies to this course:**

☐ The grade for this course will not count in a student's grade point average.

☐ The credit for this course will not count in hours towards graduation.

**If the student already has credit for or is registered in an equivalent or mutually exclusive course, check any that apply:**

☐ The grade for this course will be removed from the student's grade point average if he/she already has credit for or is registered in \_\_\_\_\_ (insert course prefix and number).

☐ Credit hours for this course will be removed from a student's hours towards graduation if he/she already has credit for or is registered in \_\_\_\_\_ (insert course prefix and number).

**11. Instructional delivery method:** (Check all that apply.)

☒ lecture    ☐ lab    ☐ lecture/lab combined    ☐ independent study/research

☐ internship    ☐ performance    ☐ practicum or clinical    ☐ study abroad

☐ Internet    ☐ hybrid    ☐ other (Please specify)

## **PART II: ASSURANCE OF STUDENT LEARNING**

### **1. List the student learning objectives of this course:**

Students will:

1. Learn the techniques of historical interpretation practiced by history museums and historical agencies.
  2. Apply historical interpretation as a conscious and articulated set of concepts and skills in diverse settings.
  3. Analyze the historical, philosophical, social, cultural, and educational contexts of interpretation.
  4. Critique the interpretive processes involved in presenting the past to public audiences
  5. Explore the professional literature and historiography relating to interpretive practices
  6. Demonstrate mastery of effective expository writing and public speaking in a research paper and presentation of class projects
- a. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:
- EIU graduates will write and speak effectively.
  - EIU graduates will think critically.
  - EIU graduates will function as responsible citizens.
- b. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:
- Depth of content knowledge
  - Effective critical thinking and problem solving
  - Effective oral and written communication
  - Advanced scholarship through research or creative activity

Depth of Knowledge: 3, 4 and 5

Effective Critical Thinking and Problem Solving: 1, 2, 3, 4

Effective Oral and Written Communication: 6

Advanced scholarship through Research and Creative Activity: 3, 5, and 6

### **2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:**

Each student will research and write a major research paper and undertake an applied history project.

### **3. Explain how the instructor will determine students' grades for the course:**

Research Paper: 35%

Applied History Project: 35%

Class Participation: 30% (being conversant about readings)

### **4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:**

1. Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives:
2. Describe how the integrity of student work will be assured:

3. **Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):**
5. **For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:**
  1. **course objectives;**
  2. **projects that require application and analysis of the course content; and**
  3. **separate methods of evaluation for undergraduate and graduate students.**
6. **If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix \*.)**

### **PART III: OUTLINE OF THE COURSE**

**Provide a week-by-week outline of the course's content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content "units" are sufficiently equivalent to the traditional on-campus semester hour units of time described above.**

Week 1: Presenting the Past to Public Audiences

Week 2: Remembering and Forgetting the Past: History and Collective Memory

Week 3: Interpreting Cultures

Week 4: Time Travelers: Interpreting Artifacts

Week 5: Time Travelers II: Interpreting Historic Sites

Week 6: The Historiography of Interpretation

Week 7: Museum Education

Week 8: The Key Elements of Effective Public Programs

Week 9: Cultural Wars: Case Studies and Controversies

Week 10: Digital Applications in Historical Interpretation

Week 11: Professional Standards in Interpretation: Conflict between the Real and the Ideal

Week 12: Current Trends in Historical Interpretation

Week 13: Multiple Perspectives on the Past

Week 14: State and National Learning Standards: Guidelines of Professional Associations

Week 15: Expanding the Boundaries of Museums

Week 16: Papers and Projects Due

### **PART IV: PURPOSE AND NEED**

1. **Explain the department's rationale for developing and proposing the course.**

Presenting the past to public audiences occurs within the different sectors of public history: museums, historical societies, archives, historic sites, and government agencies. The type of informal learning that occurs in those settings is based upon techniques for presenting the past that have been pioneered over the

years by museums and historical societies as the original purveyors of public history. That type of learning is informal learning, and is aimed at targeted audiences based on their respective learning styles and demographics. Historical interpretation is more than simply conveying information. The communication processes that define interpretation, i.e. the creation of meaning for an intended audience, must be translated into the key elements of effective public programs.

- a. **If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.**
- b. **If the course or some sections of the course may be technology delivered, explain why.**

**2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.**

Students enrolled in HIS 5020 are expected to complete advanced level graduate coursework. HIS 5020 is a core course requirement open only to students enrolled in the graduate program in History with Historical Administration option.

**3. If the course is similar to an existing course or courses, justify its development and offering.**

- a. **If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.**
- b. **Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.**

**4. Impact on Program(s):**

- a. **For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.**
- b. **For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.**

This is a core requirement of the MA in History with Historical Administration option.

**If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted.**

## **PART V: IMPLEMENTATION**

- 1. Faculty member(s) to whom the course may be assigned:** Terry A. Barnhart or other qualified history department graduate faculty

**If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.**

- 2. Additional costs to students:** None

**Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President's Council.)**

**3. Text and supplementary materials to be used (Include publication dates):**

Blight, David W. Race and Reunion: The Civil War in American Memory (2001)  
Casper, Scott E. Sarah Johnson's Mount Vernon: The Forgotten History of an American Shrine (2008)  
Falk, John H. and Lynn D. Dierking, Learning from Museums: Visitor Experiences and the Making of Meaning (2000)  
Linenthall, Edward T. Preserving Memory: The Struggle to Create America's Holocaust Museum (2001)  
Mazrim, Robert. The Sangamo Frontier: History and Archaeology in the Shadow of Lincoln (2007)  
Thelen, David and Roy Rozenzweig, The Presence of the Past (1998 )

**PART VI: COMMUNITY COLLEGE TRANSFER**

**If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.**

**PART VII: APPROVALS**

**Date approved by the department or school:** 10/12/2012

**Date approved by the college curriculum committee:** 10/31/2012

**Date approved by the Honors Council (*if this is an honors course*):**

**Date approved by CAA:** N/A

**CGS:**

**\*In writing-active courses**, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In **writing-intensive courses**, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In **writing-centered courses** (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).