

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 5050
2. **Title (may not exceed 30 characters, including spaces):** American Architecture
3. **Long title, if any (may not exceed 100 characters, including spaces):** History of American Architecture
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:** 2013
7. **Course description:** This course examines the history of U.S. architecture from the 17th century to the 20th. In the process students will learn to read material evidence, to understand theories and methods that underlay the study of the built environment, and to recognize the architectural products of various times and places.
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 into 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 5050 is a core course requirement open only to students 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:**

1. Students will attain visual literacy, learning to read the built environment in multiple ways
2. Students will employ the theories and methods of architectural history
3. Students will identify and date building types and architectural and landscape ensembles
4. Students will research and analyze the built environment

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 content knowledge: 1, 3

Effective critical thinking: 2, 4

Effective oral and written communication: 1-4

Advanced scholarship: 2, 4

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

1. Seminar research paper exploring one aspect of the American built environment will demonstrate level of achievement in all four objectives
2. Slide exams/ student presentations will test visual literacy and familiarity with building and landscape typologies
3. Participation in class discussions will measure ability to articulate their familiarity with the necessary vocabulary for describing and analyzing the American built environment (part of visual literacy and employing theories and methods in the field)

3. Explain how the instructor will determine students' grades for the course: Grade will be based on:

Seminar research paper: 50%

Slide exams/ student presentations: 25%

Participation: 15%

Readings journal: 10%

Percentage for each assignment may vary from year to year depending on number of slide exams and whether or not a readings journal is employed.

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

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

- a. course objectives;
- b. projects that require application and analysis of the course content; and
- c. 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: Reading Material Evidence

Week 2: Theory and Method

Week 3: Cultural Persistence and Innovation

Week 4: Cultural Persistence and Innovation in the 17th c.

Week 5: Production and Consumption

Week 6: Production and Process in the 18th c.

Week 7: Production and Consumption in the 18th c

Week 8: Midterm

Week 9: Space, Power, and Gender

Week 10: Space and Power in the 19th c.

Week 11: Space and Gender in the 19th c.

Week 12: Tradition, Modernism, and the Traditions of Modernism

Week 13: Tradition and Modernism in the 20th c.

Week 14: Traditions of Modernism in the 20th c.

Week 15: Review and Conclusions

Week 16: Final Exam week, research paper due

PART IV: PURPOSE AND NEED

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

This is a revision of a course that has been an integral part of the Historical Administration Program since at least 1991. Course revisions are aligned with HA curriculum revisions being proposed simultaneously, and are intended to better describe the present nature and content of the course.

- 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 5050 are expected to complete advanced level graduate coursework. HIS 5050 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.**

This course is one of two courses in the HA graduate program (total 6 credit hours) that addresses the theme of "Material Evidence as Historic Evidence." Each course is designed to:

- Explore approaches to material culture theory and analysis
- Enhance students' visual literacy of material culture (architecture and decorative arts)
- Engage students in the analysis of material evidence as historic evidence (architecture and decorative arts)
- Contribute new understanding through original research in material culture (architecture and decorative arts)

Each course deals with a different type of material culture (HIS 5050: American Architecture; HIS 5330: Material Life and Decorative Arts). Both courses address the topics of material culture theory, visual literacy and application. Each differs in scope, but both reinforce theory of analysis and chronological sequence of aesthetic influence.

- 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 in the graduate program 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:** Nora Pat Small or other qualified graduate faculty in Historical Administration, Department of History

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):**
Deetz, James, *In Small Things Forgotten*, 1977 (a classic study in the field)
Glassie, Henry, *Vernacular Architecture*, 2000
Roth, Leland, *American Architecture: A History*, 2001
Upton, Dell, *Architecture in the United States*, 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).