

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 5060
2. **Title (may not exceed 30 characters, including spaces):** Historic Preservation
3. **Long title, if any (may not exceed 100 characters, including spaces):** Historic Preservation in the United States
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:** Introduction to the practice, theory, and history of the field of historic preservation, with a focus on preservation as practiced at historic sites.
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 5060 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:
M.A. in 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 recognize and articulate the practical and theoretical bases for preserving the built environment.
2. Students will be conversant in the literature and history of historic preservation.
3. Students will apply preservation practices in the context of historic sites through examination and analysis of an historic site's preservation history, philosophy, and practices.

4. Students will critique preservation practices in the context of historic sites.
 - 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 -- 1, 2, 3, 4
 - Effective critical thinking and problem solving -- 3, 4
 - Effective oral and written communication -- 1, 2
 - Advanced scholarship through research or creative activity -- 1, 2, 3, 4
2. **Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:**
 1. Research project: Students will examine and analyze an historic site's preservation history, philosophy, and practices, and present their findings in a written paper and oral presentation. OR Students will complete a National Register nomination alone or in tandem.
 2. Visual literacy: Students will describe a) a single historic building using appropriate architectural vocabulary and, b) an historic landscape that includes an ensemble or group of buildings also using appropriate architectural and landscape vocabulary.
 3. Class participation: Students will engage in discussion and critical analysis of course readings and of current preservation controversies.
 4. Quizzes: Periodic quizzes will ensure student knowledge of key preservation vocabulary, concepts, literature, and practices. (Quizzes may be replaced with creation of web-sites or engagement with other digital media that enhances local preservation practices and goals and that demonstrate the students' familiarity with the aforementioned topics.)
3. **Explain how the instructor will determine students' grades for the course:**

Research Project: 40%

Visual Literacy Project, Building: 10%

Visual Literacy Project, Landscape: 15%

Class Participation: 20%

Quizzes: 15%
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.

This course meets for 15 weeks once a week for 2.5 hours.

Part I: Definitions and Methods

Week 1: Introduction to course; Defining Historic Preservation

Weeks 2 and 3: Visual Literacy: Reading Buildings in the Field

Part II: Engaging History as Historic Preservationists

Week 4: The History of Historic Preservation

Week 5: Historicizing Preservation

Week 6: The Politics of Preservation

Part III: Preservation Philosophy

Week 7: Remembering, Forgetting, Renovating

Week 8: Questions of Authenticity

Part IV: Practicing Preservation at Historic Sites

Week 9: Historic Structures and Landscapes

Week 10: Documenting Historic Sites: Research, Surveys, and Historic Structures Reports

Week 11: Documenting Historic Sites: The National Register

Week 12: Preserving Historic Sites: The Secretary of the Interior's Standards for Historic Preservation

Week 13: Sustaining Historic Sites: Conserving Energy and Resources

Week 14: Preserving the Historic Context beyond the Museum's Boundaries: Preservation Law and Historic District Ordinances

Week 15: Pulling it all together: The application of preservation theory and principle to the practice of historic preservation

Week 16: Final Exam Week—final projects due.

PART IV: PURPOSE AND NEED

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

The graduate program in History with Historical Administration option began in 1975 to meet the need for trained professionals to work in historical agencies, including history museums, historic sites, and historical societies. In the years since, EIU's HA program faculty have responded to changing standards for teaching public history and for engaging with the community beyond the classroom in ways that model the profession. The National Council on Public History, a professional organization serving the public history field, advises programs on best practices, but it is not an accrediting body. The NCPH's Best Practices in Graduate Training Programs states that core professional conditions of public history include shared

authority, collaborative work environments, and community building. The HA curriculum seeks to maintain these best practices while attending to content specific to the course topic.

- 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 5060 are expected to complete advanced level graduate coursework. HIS 5060 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 three courses (total 9 credit hours) that address the overall theme of “Curating Collections and Built Environments.” Each course addresses collections stewardship issues related to:

- Practical management of material culture (architecture, landscape and the built environment; historic artifacts; archival material) that document the past.
- Physical materials & care appropriate to the three types of material culture
- Intellectual development/planning.

Each course, however, deals with a different artifact type (HIS 5030: Introduction to Archival Methods focuses on paper, photographs, various media as well as digital artifacts; HIS 5060: Historic Preservation in the United States focuses on the built environment including buildings and landscapes; HIS 5090: Care and Management of Historic Artifacts focuses on inanimate artifacts such as decorative arts and ethnographic material as well as intangible and animate cultural artifacts such as culture as well as animals and plants as collected, preserved and interpreted in history museums and historic sites). Thus, while each course addresses the topics of practical management, appropriate care and intellectual control, each differs in keeping with professional organizations that proffer different policies and standards and certification for each of the distinct collection types. Each course has been designed to not duplicate information but to reinforce theory, policy, procedures, and planning issues specific to each artifact type.

- 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 required course in the Historical Administration Program.

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):

Barthel, Diane, *Historic Preservation: Collective Memory and Historical Identity* (1996)

Murtagh, William J., *Keeping Time: The History and Theory of Preservation in America*, 3rd ed. (2006)

Stipe, Robert E., ed., *A Richer Heritage: Historic Preservation in the 21st Century* (2003)

West, Patricia, *Domesticating History: The Political Origins of American's House Museums* (1999)

Journal articles, essays from edited volumes, and chapters from monographs supplement the required texts

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:**