

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 5330
2. **Title (*may not exceed 30 characters, including spaces*):** Material Life and Decorative Arts in America
3. **Long title, if any (*may not exceed 100 characters, including spaces*):** Material Life and Decorative Arts in America, 1600 to the Present
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:**
7. **Course description:** An historical overview of the significance and methods of studying artifacts as well as an in-depth study of home furnishings made, purchased, and used by Americans from the early 1600s to the present. Students will synthesize information to understand the ways material evidence reflects human adaptation to the environment; social and cultural influences on manufacture, consumption and use; and economic contexts of American material culture.
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 5330 is a core course requirement open only to students enrolled in the graduate program in History with Historical Administration Option. The instructor may, in consultation with the HA coordinator, 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 develop a working knowledge of scholarship in material culture studies by
 - a. demonstrating familiarity with different methods of inquiry

- b. evaluating interdisciplinary scholarship
 - c. testing the merits of different approaches through application
 - d. conveying their knowledge through oral and written communication
- 2) Students will attain visual literacy by
 - a. identifying aesthetic influences
 - b. putting the influences into sequence to date material culture (specifically decorative arts)
 - c. conveying their literacy in oral and written communication
- 3) Students will apply material culture studies theory and method and visual literacy to their own research and analysis by
 - a. using material evidence as historic evidence to explain the ways lifestyle and culture shape material culture/decorative arts, and the ways material culture/decorative arts reflects different perspectives - class, gender, society, culture, etc.
 - b. analyzing material culture as historic evidence
 - c. conveying their mastery via a formal research paper
 - d. contributing new understanding through original research utilizing material evidence as historic evidence

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**

In HIS 5330 students will learn to comprehend advanced scholarship; engage in critical analysis and effective problem solving; convey depth and breadth of knowledge orally and in writing; and synthesize information and apply understanding in an original research paper (among other course assignments). Specific goals relate to graduate-level coursework as follows:

Depth of content knowledge: 1, 2, 3

Effective critical thinking and problem solving: 2, 3

Effective oral and written communication: 1, 2, 3

Advanced scholarship through research or creative activity: 3

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

Class Discussion/Engagement: (5 pts wks/15 wks = 75 points)

“Engagement” means that oral contributions to class discussion indicate a minds-on and generally proactive attitude. Responses should indicate a student’s growing awareness of material evidence as historic evidence, mastery of material culture studies theory and methods, and integration of visual literacy and material culture studies approaches to decorative arts interpretation.

Weekly Reports: (11 reports at 30 pts per report = 330 points).

For 11 of 15 weeks students will: 1) select an object appropriate to the course topic; 2) prepare a typewritten summary (approx. 500 words) with images that applies a method of reading material evidence as historic evidence;

and 3) communicate the information orally to classmates during class discussion, and in writing to the course instructor. Students should be prepared to respond to questions about their objects specifically, and about the object in the context of the readings, generally, which reinforced visual literacy, strengthens understanding of material culture scholarship and provides opportunities for applying understanding through analysis of decorative arts.

Research Paper: (300 pts) On a topic of your choice related to decorative arts. Student will exercise their visual literacy by selecting material culture as historic evidence, conducting original research, apply material culture theory and method of analysis, and contribute new understanding to the study of decorative arts as a consequence of their original research.

Visual Literacy Exams: (50 for Exam I, II, III, IV; 100 for Final comprehensive exam = 300 points)

Exams are designed to test students' visual literacy as well as ability to synthesize information and communicate that information in writing. Answers should convey an understanding of decorative arts vocabulary, mastery of social & cultural context, and effective written communication skills.

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

| Points | Description | Percentage |
|----------------|---|---------------------------------|
| 75 | Class Participation/Engagement: 5 points per week for 15 weeks. | 07.5 % |
| 330 | Weekly Reports: 11 reports at 30 points per report. | 33% |
| 300 | Research Paper | 30% |
| 300 | Literacy Exams: 50 pts per exam (4 x 50=200 pts); final comprehensive exam (100 pts). | 30% |
| 1000 (5 extra) | Total Points Possible | 100% (plus 5 pts extra credit). |

4. 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.

HIS 5330 meets one time per week for 150 minutes per class meeting (15 times during the semester)

| Date | Lesson Topic |
|---------|--|
| Week 01 | Material Culture Studies: History, Theory, Method (Application to Reading Decorative Arts) |
| Week 02 | An Exercise in Connoisseurship Exercising Visual Literacy |
| Week 03 | 1620-1680s: The Beginnings (Mannerist) Settlement, Community Formation, Cultural Persistence |
| Week 04 | 1690-1720: Early Baroque (William & Mary) Expansion & Declension Persistence and Innovation (Cabinetmaking) |

| | |
|---------|--|
| Week 05 | 1725-1760 Late Baroque (Queen Ann & Early Georgian) Production and Consumption (Markets and Mobility) |
| Week 06 | 1755-1790: Rococo (Chippendale) Production and Cultural Exchange during the Revolutionary Era |
| Week 07 | Colonial New England & Material Evidence |
| Week 08 | 1790-1815: Neoclassicism (Early Classical Revivals; Gothic Survival) |
| Week 09 | 1810s-1840s: Phyfe; Empire; French Restoration (Late Classical Revivals) |
| Week 10 | Frontier & Vernacular (Windsor & Fancy Chairs) Space and Gender (Creating the Age of Homespun) |
| Week 11 | 1850s-1860s: Civil War; Revival Explosion (Gothic, Rococo) Space and Power (Sectionalism and Decorative Arts Ubiquity) |
| Week 12 | 1870s-1880s: Revival Explosion Continues (Elizabethan/Cottage Furniture; Renaissance Revival; Neo-Grec; Egyptian Revival), aka Victorian Traditions and Modernism in the late 19 th century |
| Week 13 | 1880s-1910s: Resistance Begins (Eastlake; Art Nouveau), aka late Victorian Traditions and Modernism in the early 20 th century |
| Week 14 | 1900s-1920s: Arts & Crafts; Colonial Revival International Style Technology and Utility (Social Construction of Technology) |
| Week 15 | 1910s-1970s: Modernism (Art Deco, International Style; Craftsmen Revivals) Review and Conclusions |
| FINAL | |

PART IV: PURPOSE AND NEED

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

The graduate program in History with a concentration in Historical Administration began in 1975 to meet the need for trained professionals to work in historical agencies including history museums, historic sites, and historical societies. Museums collect, preserve and interpret material culture, especially decorative arts objects (household artifacts and furniture) which often dominate small museum collections. Museum staff needs training in historical context. The most recent course proposal (1991) explained that they “often have little experiential or academic knowledge of the historical periods in which these objects existed, what they meant to the maker and/or owner, or, indeed, where or how they were properly used in their original time period.” This revised course proposal remains true to the rationale put forward in 1991. Entry-level museum professionals must master visual literacy, comprehend a rich scholarship dedicated to material culture analysis, articulate their knowledge orally and in writing, and apply their understanding by conducting original research using material culture as historic evidence.

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

Students enrolled in HIS 5330 are expected to complete advanced level graduate coursework. HIS 5330 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)
- Cultivate student understanding through original research in material culture (architecture and decorative arts)

Each course, however, deals with a different type of material culture (HIS 5050: American Architecture; HIS 5330: Material Life and Decorative Arts). Thus, while each course differs in scope, each addresses the topics of material culture theory, visual literacy and application, reinforcing theory of analysis and chronological sequence of aesthetic influence specific to each.

4. Impact on Program(s): 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 course is a core requirement for students admitted into the graduate program in History with a concentration in Historical Administration, Department of History, EIU.

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned:

Debra A. Reid or other qualified graduate faculty in Historical Administration, Department of History

2. Additional costs to students:

N/A

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

Examples of Required Texts:

Deetz, James. *In Small Things Forgotten: The Archaeology of Early American Life*. Garden City, N.J.: Anchor Press, 1977.

Krill, Rosemary Troy and Pauline K. Eversmann, *Early American Decorative Arts, 1620-1860: A Handbook for Interpreters*. Walnut Creek, Cal. AltaMira Press, 2001. [note: 2nd ed. (2011), has a CD with color illustrations]

Lanmon, Dwight P. *Evaluating Your Collection: The 14 Points of Connoisseurship*. Winterthur, Delaware: Henry Francis Du Pont Winterthur Museum, 1999.

Ulrich, Laurel Thatcher. *The Age of Homespun: Objects and Stories in the Creation of an American Myth* (New York: Alfred A. Knopf, 2001).

Supplemental readings taken from representative journals and secondary sources:

American Furniture (Chipstone Foundation: Hanover, N.H.: since 1993)

Digital Library for the Decorative Arts and Material Culture: Image and Text Collections:

<http://digicoll.library.wisc.edu/DLDecArts/DLDecArtsHome.html>.

Foy, Jessica H. and Thomas J. Schlereth, eds. *American Home Life, 1880-1930: A Social History of Spaces and Services*. Knoxville, Tenn: University of Tennessee Press, 1992.

University of Wisconsin Digital Collection of Decorative Arts:

<http://uwdc.library.wisc.edu/collections/DLDecArts/txtSubGuide>

The Magazine Antiques – continues *Antiques*, since 1922

Winterthur Portfolio, since 1965; available electronically through JStor.

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: 11/7/2012

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).