

Eastern Illinois University
Revised Course Proposal
HIS 4930, Public History: Meaning and Method

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 4930
2. **Title (may not exceed 30 characters, including spaces):** Public History
3. **Long title, if any (may not exceed 100 characters, including spaces):** Public History: Meaning & Method
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 introduction to public history that explores how the public has constructed U.S. history from the colonial era to the present. Actors in the process include families, local boosters, genealogists, school teachers, museum professionals, filmmakers, webmasters and academic historians. They selectively remember and forget past events and construct their interpretation using a range of tools including family reunions, scrapbooks, historic sites, museum exhibits, film, the internet, books and curricula. Tension results because different publics view the meaning of past events differently. The course project involves researching and interpreting a past event for public consumption. (WI)
8. **Registration restrictions:**
 - a. **Equivalent Courses**
 - **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course).
 - 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.
 - 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)?**
☐ No one ☐ Chair ☐ Instructor ☐ Advisor ☐ Other (Please specify)
 - d. **Co-requisites** (course(s) which MUST be taken concurrently with this one):
 - 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:

The on-campus course is open to upper division EIU students.
The online course is open ONLY to BGS students.

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

On-campus students cannot enroll in the online course.

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

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:

Lessons are developed in chronological format, with a general lecture that reminds students of key events of a decade/era, and readings that provide at least two examples of public constructions of that past. Students in the course will recall past events (historic fact), compare period interpretation of those events as they affected the public memory (collective memory), as well as the public forgetting, and then hypothesize about the rationale for constructing that past. This involves higher levels of thinking (analysis, synthesis, evaluation). Students will then engage in their own construction of a public memory (highest level of critical thinking: creation of new understanding).

Upon completion of the course, students will:

- Identify major historical narratives.
- Identify different theories of memorialization [disciplines: sociological; anthropological; historical; literary]
- Identify the personal, political, and professional influence on constructions of the historical narrative.
- Compare the processes by which the public (broadly defined) constructs public history
- Analyze the politics of public history including the consequences of inclusion or exclusion from the public narrative
- Improve an existing interpretation; pose an alternative interpretation by doing the following:
 - Pose a research question
 - Identify relevant primary and secondary sources
 - Synthesize evidence from primary and secondary to construct a historical narrative (research paper)
 - Present & defend the interpretation in a public venue; engage in public discourse on the topic
- Evaluate the public response to the new narrative/alternative interpretation
 - Identify major historical narratives.
 - Identify different theories of memorialization [disciplines: sociological; anthropological; historical; literary]
 - Identify the personal, political, and professional influence on constructions of the historical narrative.

- 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.**

N/A

- 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**

HIS 4930 furthers learning goals as defined by EIU's Graduate School in the following ways:

Depth of Content Knowledge:

- Identify major historical narratives.
- Identify different theories of memorialization [disciplines: sociological; anthropological; historical; literary]
- Identify the personal, political, and professional influence on constructions of the historical narrative.

Effective Critical thinking & Problem Solving

- Compare the processes by which the public (broadly defined) constructs public history
- Analyze the politics of public history including the consequences of inclusion or exclusion from the public narrative

Effective oral and written communication

- Writing Intensive course; research paper (15 pages for graduate students) required

Students present their research to their classmates and engage in structured discussion about projects.
Students present their completed project in a public venue; conversing with the general public.

Advanced scholarship through research or creative activity

Improve an existing interpretation; pose an alternative interpretation
Synthesize information drawn from diverse sources (primary and secondary) to construct the interpretation
Present & defend the interpretation in a public venue
Evaluate the public response to the alternative interpretation

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

Students convey their understanding of the past event (depth of content knowledge) in writing and in a lasting contribution to a public history venue.

Objectives	Evaluation Tool				
	Discussion 10%	Exhibit Review 10%	Research Paper; 40%	Project 35%	Final Exam; 5%
Identify major historical narratives	X	X	X	X	
Identify different theories of memorialization	X			X	X
Identify the influence	X	X	X	X	X
Compare the processes of public history	X	X		X	X
Analyze the politics of public history	X	X	X	X	X
Improve an existing or pose an alternative interpretation			X	X	
Evaluate the public response	X			X	X

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

Grading scale:

90-100% = A
80-89.9% = B
70-79.9% = C
60-69.9% = D
Below 59.9% = F

Undergraduate grades based on:

Class discussion (10%) – NOTE: Online class discussion (5%); Online quizzes (5%)
Review of Exhibit or other Public History Product (10%)
Research paper based in original research, completed in phases (40%)
Project, completed in phases (35%)
Final exam (5%)

Percent	Description
10%	Oral Communication -- Discussion: 5 points per wk/topic for 10 wks/topics.
10%	Written Communication -- Review of Exhibit or Public History Product
40%	Written: Research Paper: (25 points for research proposal; 25 points for analysis of sources, statement of thesis, and annotated bibliography; 300 points for the completed research paper; 50 points for the revision based on feedback from instructor).
35%	Written; Oral: Project: Script (100); Design (100); Installation (100); Opening (50)
5%	Written FINAL exam (summative evaluation of project and contextualization of

Percent	Description
	project in relation to content learned in HIS 4930: Public History: Meaning & Method)
100%	Total

- 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:**

Students in HIS 4930 will acquire content from required textbooks (Textbook Rental Service ships texts to BGS students), as well as additional readings (case studies, excerpts from monographs, articles from journals; excerpts from documentaries, feature-length film, etc.) via the online course management system or digitized databases provided through EIU's Booth Library.

Students will engage in discussions using the online course management system (asynchronous and synchronous) to respond to prompts about readings, research, and projects. The instructor will provide prompts and students will elaborate on the topics drawing on assigned readings. For ten topics (weeks 1-11) students will receive points for communication with their peers and for completing on-line quizzes based on readings.

Students will receive explicit directions to develop their major assignments (research paper and project) with deadlines at strategic times during the semester. These deadlines will ensure that students complete the research paper by the mid-term, and then have time to plan their project, identify credible history museum or historical society partners to work with, and design, implement and evaluate the completed project. Students will present and respond to questions about their projects to two audiences (the general public in a public venue, and their classmates and instructor via synchronous sessions).

- b. Describe how the integrity of student work will be assured:**

Students receive information about academic integrity in the course syllabus and will complete a form that confirms that they produced the work. Students will have to cite all references using the style standards specified in the *Chicago Manual of Style*. The students must respond to discussion posts in keeping with criteria outlined by the professor and conveyed to them in learning guides developed for each topic.

Research papers must include complete citations for all sources. These papers will result from several steps, each of which can convey potential of the final product, and each of which contributes to the whole. Some instructors may use anti-plagiarism software to monitor the integrity of student work, but this poses problems for public history research and projects. First, the nature of public history, often focused on local history topics and sources, makes plagiarism harder to document using software tools. Second, anti-plagiarism software uses student work to build its resources without reimbursing the student (effectively stealing student intellectual property).

Questions for the quizzes and for the final exam can be completed with open book; open note. The quizzes and exam will be timed, but students are on the honor system as they are with the research paper and projects. Deviation in the caliber of submitted work warrants further investigation by the instructor to document integrity of the work. The instructor will also conduct random checks of content and sources cited in papers and projects. Finally, students have to present their work to the general public and their

peers, and must respond to questions and defend their interpretations. This provides additional checks on the integrity of student work.

- 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.):**

The instructor and students will communicate with each other using tools in the online course delivery system (e-mail; discussions to respond to specific prompts, blogs to communicate about individual projects, online rooms for synchronous lecture/discussions, digital office hours, 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.**

Grading scale:

90-100% = A
 80-89.9% = B
 70-79.9% = C
 60-69.9% = D
 Below 59.9% = F

Graduate student grades based on:

The same assignments as undergraduate, but graduate students must prepare a class presentation on a contemporary issue in public history (and this must be separate from their research paper topic):

Class discussion (10%)
 Review of Exhibit or other Public History Product (5%)
 Research paper based in original research, completed in phases (35%)
 In-class presentation on a contemporary issue in public history (10%)
 Project, completed in phases (35%)
 Final exam (5%)

Percent	Description
10%	Oral Communication -- Discussion: 10 points per week/topic for 10 weeks/topics.
5%	Written Communication -- Review of Exhibit or Public History Product
35%	Written -- Research Paper: (25 points for research proposal; 25 points for analysis of sources, statement of thesis, and annotated bibliography; 300 points for the completed research paper).
10%	Oral -- Class Presentation on public history issue (100)
35%	Written; Oral -- Project Script (100); Design (100); Installation (100); Opening (50)
5%	Written -- FINAL exam (summative evaluation of project and contextualization of project in relation to content learned in HIS 4930: Public History: Meaning & Method)
100%	Total

- 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 *.)**

This course is writing intensive (at least 35 percent of the grade is based on written work). The research paper can be revised based on instructor critique and resubmitted for re-grading. The revised research paper can be submitted to the EWP to complete the 4000 level submission requirement.

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.

Sample course outline follows:

Week	Subject	Reading / AV
1.	What is Public History? Meaning & Method What is Public / Collective Memory? Disciplinary Distinctions Comparison of personal, public, and professional understanding of the Past	Rosenzweig & Thelan
2.	Sources of historical interpretation? Evidence used; stories sought Formal history education vs. informal participatory experimentation Material culture as historic evidence; Museums & historic sites as venues Genealogy, re-enacting & other ways of personally connecting to the past	Rosenzweig & Thelan
3.	Colonial History & Myth Puritans Mythified; De-mythed – historical archaeology Pop culture's fascination with dramatizing the past (Witch Trials, tourist destination spots) Digital Applications in History (Virtual Sites Interpreting Colonial History as Models)	Deetz & Deetz
4.	The Revolutionary Spirit & the American Psyche National Creation Narrative: Remembering the American Revolution Memorializing George Washington; Mt. Vernon; creating Cabinets of Curiosities Formative Evaluation (examples and application to course project)	Ulrich; Purcell
5.	Collective Forgetting: Age of Homespun; Age of Common Man Material culture, women's lives; universal manhood suffrage Industrial revolution, domestic economy, and economic warfare Whiggish history – celebrating American innovation	West, Casper, Ulrich, Mazrim
6.	Slavery, Public Memory: Documentation & Interpretation Plantation Row – tourism & slavery Prosthetic Memory & Slavery Out of sight, out of mind – what sites do not tell about slavery	Horton, <i>Civil Dialogue</i> ; NPS & <i>Gone with the Wind</i> & <i>Beloved</i>

7. Civil War: Documentaries as Historical Texts
 - Documentaries as Public History Burns, *Civil War*
 - Feature-length film and history interpretation *Glory & Cold Mountain*
 - Contested Memories: Memorializing Battle Fields Weeks, Readron
8. Lost Cause, Lasting Memorials & Living History
 - Memorial Days: Grand Army of the Republic; Museum of the Confederacy Blight, Horwitz
 - Civil War Anniversaries, 50th, 100th, 150th
 - Re-enactors & Re-enactments Horwitz
9. Professionalizing History; Making Museums (1876-1930)
 - The Age of Collecting – building 20th-century memory Conn; Wallace
 - The Columbian Exposition and the Chicago Field Museum
 - Lincoln Sites (Lincoln’s New Salem, Lincoln Log Cabin) Mooney, Mazrim
 - The economics of museum building: Henry Ford & Greenfield Village
 - John D. Rockefeller & Colonial Williamsburg
 - The Great Depression, the New Deal, and local tourism unites with history
10. Interpreting Total War in the 20th Century
 - World War I Glassberg
 - World War II; Holocaust; Enola Gay Landsberg, Wallace
 - Public History & Citizenship Education (GI Bill) Loss
11. Culture Wars; Popular Culture & History Making
 - Mickey Mouse History; American Indians as controversial mascots Henderson & Kaeppler, excerpts
 - Jingoism, Nationalism & Collective Memory Wallace
 - Review of the chronology of public history; finalizing project plans
12. Putting the Pieces of Public History Together (design)
13. Putting the Pieces together, cont. (implement)
14. Putting the Pieces together, cont. (install)
15. Presenting the Pieces; Evaluating the Pieces (open & evaluate)
 - Summative Evaluation (*The Public Historian*, “Guideline for Review of Museum Exhibition”)
 - Reflection on the experience in the context of public history scholarship

Final Exam

The project component of HIS 4930 has clear deadlines that occur during the previous 11 topics/weeks; and the research paper is due before the 11th topic/week. Students on campus meet with the instructor during weeks 12-15 and benefit from faculty direction. This has evolved since the course was first offered during Spring 2006 from research projects that analyzed exhibits or historic sites or major events and the memory of them to group projects that included individual research papers and group exhibit design, installation and evaluation. Students receive clear direction in writing to guide their work during the applied component of the course. Students continue to meet in and outside of class to complete design and installation. Of course, products other than exhibits can result, but the same goal will drive them: Public history results from group work, and the HIS 4930 project therefore should result from group discussion and peer interaction. The project concludes with a public opening, and with blind review of each product by students in the course.

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

The technology-delivered course will cover the same content and will follow the same schedule, starting with an introduction to meaning & method of public history (historic narrative and collective memory), and then will cover content in chronological order.

The project component has clear deadlines that occur during the previous 11 topics/weeks; and the research paper is due before 11th topic/week. Students on campus meet with the instructor during weeks 12-15 and benefit from faculty direction. BGS students enrolled in the technologically-delivered course will receive clear direction in writing and through synchronous conversations with faculty and peers that will guide their work during the applied component of the course. Each student project in the BGS format will be unique; whereas the project for the on-campus class can result from group work. Thus, the last 4 weeks of the technology-delivered course will have the feel of an independent study; synchronous sessions and on-line discussion (synchronous and asynchronous) will ensure that group discussion and peer interaction continues as each student produces their public history product. The project will conclude with blind review of each product by students in the course.

Students in the course will become engaged in the politics of public history. They will convey to the public an example of how historical thinking has a place beyond the classroom. The research process can involve local constituents; the design and development can promote conversations about issues of local significance, and the public product that results can inform future discourse about local history. The project’s success depends on the student’s ability to transfer knowledge about Public History: Meaning & Method beyond the classroom and into the public arena.

PART IV: PURPOSE AND NEED

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

This course addresses a critical new trend in historical awareness, that of the role of public memory in fashioning impressions of the past. It has no pre-requisite because the course is intended to draw students from a variety of disciplines who might become involved with public history during their careers including history majors, but also education majors in all areas of specialization, African American studies majors, art majors with art history concentrations, English and philosophy majors, political science and sociology majors, and recreation administration majors with an interest in parks management. Ideally the course will pique EIU students’ interests in public history and lead to increased applications from native students for the existing graduate program in historical administration.

- 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.**

N/A

- b. If the course or some sections of the course may be technology delivered, explain why.**

The online version of the course is designed to reach BGS students in need of a 4000 level course to complete their degree plan.

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

The course is designed as an upper-division course that requires synthesis of information drawn from a variety of sources reflecting multiple perspectives on issues. Advanced undergraduate and graduate students are more likely to have learned these skills prior to enrolling in the course. The undergraduate/graduate offering provides an introduction to public history a growth area in history scholarship, while not duplicating any course offered in the M.A. in History with a specialization in Historical Administration (HA). Ultimately, this course will encourage EIU undergraduate and graduate students to apply for admission into the HA Graduate Program.

The online offering will reach “the public” directly, the non-traditional student (in contrast to the on-campus or commuter student (traditional or nontraditional). These students are the public. They can develop their contribution to public history based on their own location (local history being foundational to public history). They can reach out to their local history society, historic site, park and recreation district, and conduct research and write a paper/develop an exhibit that can become part of the long-term public record.

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

The course is not similar to any existing course.

- 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.**

Elective for undergraduates and graduate students regardless of major.

It can satisfy the 4000 level elective for the B.A. in History.

It can satisfy the 4000-level electives for the M.A. in History.

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:

The on-campus course can be taught by Debra A. Reid, Malgorzata Rymsza-Pawlowska, Terry Barnhart, Nora Pat Small, or other qualified faculty in the Department of History, hired to cover courses for the HA graduate program and admitted into EIU graduate faculty.

The online course can be taught by Debra A. Reid, or other qualified faculty who have completed online course delivery training (OCDI at EIU, or other comparable training).

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):

The following texts have been used:

Rosenzweig & Thelen, *The Presence of the Past: Popular Uses of History in American Life* (1998)
Deetz & Deetz, *The Times of their Lives: Life, Love, and Death in Plymouth Colony* (2000)
Horwitz, *Confederates in the Attic: Dispatches from the Unfinished Civil War* (1998)
History as Catalyst for Civic Dialogue (2005)

Excerpts from other monographs, journal articles and other secondary sources supplement these textbooks; and the focus may vary depending on the public history project identified (i.e., and in order of coverage):

Thelen, "Memory & American History," *Journal of American History* (March 1989) 1117-1129
Riello, "Things that Shape History: Material Culture and Historical Narrative," in *History & Material Culture: A Student's Guide to Approaching Alternative Sources*, ed. Karen Harvey (2009), 24-46.
Conn, "Do Museums Still Need Objects?" in *Do Museums Need Objects?* (2009), 20-57
Conn, *Museums and American Intellectual Life, 1876-1926* (1998)
Ulrich, *The Age of Homespun: Objects and Stories in the Creation of an American Myth* (2001)
Landsberg, *Prosthetic Memory: The Transformation of American Remembrance in the Age of Mass Culture* (2004)
Loewen, *Lies Across America: What Our Historic Sites Get Wrong* (1999)
Horton, "Presenting Slavery: The Perils of Telling America's Racial Story," *Public Historian* 21, no. 4 (Fall 1999): 19-38.
Weeks, *Gettysburg: Memory, Market and an American Shrine* (2003), excerpts
Reardon, *Pickett's Charge in History & Memory* (2003), excerpts
Bishir, "Landmarks of Power: Building a Southern Past, 1885-1915," *Southern Cultures* (1993): 5-45
Blight, "Fifty Years of Freedom and Reunion," in *Race and Reunion: The Civil War in American Memory* (Cambridge, Mass.: Belknap Press of Harvard University Press, 2001): 338-380.
Mazrim, *The Sangamo Frontier: History & Archaeology in the Shadow of Abraham Lincoln* (2006) excerpts
Mooney, "Lincoln's New Salem: Or, The Trigonometric Theorem of Vernacular Restoration," *Perspectives in Vernacular Architecture* (2004), 19-39.
Loss, "'The Most Wonderful Thing Has Happened to Me in the Army': Psychology, Citizenship, and American Higher Education in World War II," *Journal of American History* 92, no. 3 (Dec. 2005): 864-891.

Mike Wallace, "The Battle of the Enola Gay," in *Mickey Mouse History and Other Essays on American Memory* (Philadelphia: Temple University Press, 1996): 269-318
Wallace, *Mickey Mouse History and Other Essays on American Memory* (1996)
Henderson & Kaeppler, ed., *Exhibiting Dilemmas: Issues of Representation at the Smithsonian* (1997)
Glassberg, *Sense of History: The Place of the Past in American Life* (2001)

Additional AV resources (documentaries; feature-length film, web publications, museum exhibits, etc).

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.

A community college course will not be judged equivalent to this course. If a community college course is accepted as a substitute for this course, upper division credit will not be awarded.

PART VII: APPROVALS

Date approved by the department or school: Approved initially 9-2-2005; Revised approved: Feb. 28, 2014

Date approved by the College of Arts & Humanities Curriculum Committee: April 30, 2014

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

Date approved by CAA: May 8, 2014 CGS: Not Applicable

*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.

**Student
Success
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<http://www.eiu.edu/~success/>

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