## NEW COURSE COVER SHEET

Use this form to propose a new course.

<table>
<thead>
<tr>
<th>New Course</th>
<th>Effective Term: Fall 2017 (must be a future term)</th>
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</thead>
<tbody>
<tr>
<td>Department: ARCH</td>
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<tr>
<td>Course Designator: HSPH</td>
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<tr>
<td>Program: Heritage Studies and Public History</td>
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<tr>
<td>Course Number: 8002</td>
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<tr>
<td>Submission Date: 10/4/2016</td>
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<td>Submission from: Greg Donofrio</td>
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### Required: Academic Support Resources (ASR) Needed
- Libraries
- Computer Lab
- Digifab Lab
- Goldstein
- Imaging Lab
- Other Technology
- Workshop
- ASR Support not needed.

### I. Does this course change the program (including addition as elective)?
- □ No  □ Yes. If so, also submit Program Change.

This course is being proposed in conjunction with a new masters program in Heritage Studies and Public History.

### II. Summarize new course and rationale. (Executive Summary field in Workflow Gen)
- Why is the course needed?
- Describe the planning and development activities that generated this proposal.
- Which students are served?
- Is this course required?
- Projected enrollment?
- New FTE Faculty?
- TA support?

This course is the second required class in a new masters program in Heritage Studies and Public History. The course provides a broad introduction to the preservation, ownership, and interpretation of historic sites and artifacts taking into account issues of diversity, multivocality, social justice, ethics and access. Projected enrollment is 15-20 graduate students.

### III. Consultation is required by the University Curriculum Committee. Before submitting, verify there are no comparable courses at the University of Minnesota. The course proposer should send the proposed syllabus to the department head(s) of any unit in other college(s) that may already offer courses with overlapping content, as well as the undergraduate associate dean(s) of those college(s). Request that the consulted parties identify any concerns regarding content overlap.

This course will be enabled by a unique partnership between the University of Minnesota and the Minnesota Historical Society; there is no other course like this one offered at the University of Minnesota. Faculty consulted in the development of this course include: Lin Nelson Mayson, Director of Goldstein Museum of Design and Museum Studies Minor; Kevin Murphy, History and Chair of American Studies:

Departmental Faculty Vote: Ayes 4 Nays 0 Abstain 0
HSPH 8002: Core Practices in Heritage Studies and Public History

Instructor: Tim Hoogland, MA
Email: hoogl001@umn.edu

ECAS:
Course is open to all Heritage Studies and Public History (HSPH) graduate students. DGS or Instructor permission required for others. Course offers a survey of how heritage and public history concern and ethics are embedded into practice. Through illustrated lectures, case studies, field trips, readings and class discussion, students will learn about the professional practice of heritage studies and public history, how approaches to practice are aligned to institutional mission, customization of programs for diverse audiences, and professional evaluation and management of financial resources.
Offered every fall semester: 3cr; A-F grade; no prerequisite; required course for all MSPH graduate students; DGS or instructor permission required for others.

Overview
While the core concepts course considers the “big questions” and common concerns for our diverse disciplines, this course will survey how those concerns and ethics are embedded in practice. We will do this through a series of case studies and site visits related to the work of heritage and public history professionals at the Minnesota Historical Society and other organizations. Throughout the course, instructors and staff will discuss standards of professional practice, how activities are aligned to mission, customization of programs for diverse audiences, professional evaluation and the management of financial resources. Key questions to address in this course include:

- Who are the **internal** stakeholders in your work? What are your responsibilities to them, and what are the channels of communication?
- Who is the **external** audience for your work? What are your responsibilities to them, and what are the channels of communication? How do you know whether you are achieving your goals and/or meeting your mission?
- What are the advantages and limitations of exhibits, historic sites, public programs, and outreach for connecting with audiences? How do digital strategies support traditional presentation formats and/or create new ways to serve audiences? What trends will museums and historic sites need to address to recover, maintain, and/or increase the audiences they serve?
- How is diversity accounted for in your work? (Representing diverse views/pasts, sharing authority in interpretation, increasing diversity in professional staff, addressing issues of social justice with your work, building diverse stakeholders,
developing inclusive narratives, etc.) What is the value of diversity to your field? What strategies do cultural organizations need to develop to more deeply engage broader audiences in their work?

- What are the responsibilities of historical organizations to American Indian Nations? (NAGPRA, Tribal Historic Preservation Officers, Tribal Museums, Collections care and access, etc.)
- What are the biggest constraints on institutions to meet their missions? How do institutional challenges affect the ability of individuals to do their jobs?
- When can institutions “go it alone” and when do institutional partnerships and/or community relationships become critical to your work?
- What kind of training/learning is essential to perform this work? How do organizations balance the need for “credentialed” staff and still create pathways to employment for people with alternative skill sets?
- How are collections managed to support the mission of an organization? What are the challenges and opportunities for managing collections in the digital age?

Departments or sites to be surveyed include:

- Exhibitions: The Minnesota History Center and a non-MNHS Museum
- Education: K-12 programs in museums, curriculum and outreach.
- Administration (if MN African American museum was active or in progress, how to collect/interpret untold stories)
- Collections: Acquisition, management, preservation and access to collections. Trends in library and archival practice.
- Historic Sites: Hill House/Ramsey House, Oliver Kelley Farm, and managing sites in partnership with other historical organizations.
- Heritage Preservation: Historic preservation (oversight) and field service support for historical organizations statewide.
- Minnesota Indian Affairs Council: Work with American Indian Nations related to collections review and access, archaeology, NAGPRA, decolonization, tribal museums, shared authority, advisory relationships, etc.)
- Another museum? (possibly American Swedish Institute relative to their collective responsibilities to historic supporters and contemporary neighborhood residents)
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<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Introduction to History Organizations</td>
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<tr>
<td>Week 2</td>
<td>Collections: Development &amp; Policies</td>
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<tr>
<td>Week 3</td>
<td>Collections: Management, Processing, Preservation, Access</td>
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<tr>
<td>Week 4</td>
<td>Collections: Future of collections (held at Andersen Library)</td>
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<td>Week 5</td>
<td>Museums &amp; Sites: Site 1 (Historic House)</td>
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<td>Week 6</td>
<td>Museums &amp; Sites: Site 2 (Oliver Kelley Farm)</td>
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<tr>
<td>Week 7</td>
<td>Museums &amp; Sites: Site 3 (History Center)</td>
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<td>Week 8</td>
<td>Museums &amp; Sites: Site 4 (Non-MNHS Museum)</td>
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<td>Week 9</td>
<td>Shared Authority: Mille Lacs Indian Museum</td>
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<td>Week 10</td>
<td>Shared Authority: Community Engagement</td>
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<td>Week 11</td>
<td>Partnerships &amp; Outreach: K-12 Education</td>
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<td>Week 12</td>
<td>Partnerships &amp; Outreach: Minnesota Historical Organizations</td>
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<td>Week 13</td>
<td>Partnerships &amp; Outreach: Other institutions</td>
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<tr>
<td>Week 14</td>
<td>Heritage Preservation: State Historic Preservation Office, Architecture &amp; Landscape</td>
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<td>Week 15</td>
<td>Heritage Preservation: State Historic Preservation, Archaeology</td>
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Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>% of overall grade</th>
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<tbody>
<tr>
<td>Attendance and Class Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Final Project Proposal, Outline, Source List</td>
<td>25%</td>
</tr>
<tr>
<td>Final Team Project</td>
<td>65%</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
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Final Assignments (ideas under development)—students work in groups of 3(?)

**Reenvisioning Historic House Museums:** Historic house museums face challenges attracting visitors, staying financially solvent, and remaining culturally relevant in a rapidly-changing and increasingly globalized world. The Minnesota Historical Society has hired you to re-envision the interpretation and programming of the Alexander Ramsey House and/or the James J. Hill House. The goals of this work are to enhance visitor engagement with the site and to increase the diversity of its visitors. Your final deliverable should include a critical assessment of the site’s current interpretative program and the demographics of its visitors; a literature review and survey of best practices for engaging new and diverse audiences at historic house museums; and a proposal for re-envisioning the interpretive plan and programming of the historic site that clearly explains how your recommendations will advance the goals of increased visitor engagement and diversity.

**Supporting K-12 education and role of Supplementary Education Service Providers (SESPs):** Historical organizations embrace “Education” as a core component of their missions. But what does this mean with respect to a structured role in supporting K-12 education? How is this similar to, or different than, the informal learning that happens for visitors to historic sites and museums? You have been hired to assess and address one of the following challenges of the Minnesota Historical Society’s education program for K-12 schools. **PICK ONE** of the following options for your final project:

1. **Teacher Professional Development:** How can MNHS support the ability of teachers to effectively use institutional resources to increase classroom engagement? **Project:** Organize a full-day teacher professional development workshop that will improve their ability to teach the Civil Rights movement through the lens of Minnesota history.
2. **Culturally Relevant Curriculum:** As the diversity of K-12 students increases, how can MNHS develop classroom resources that allow teachers to enrich textbooks with materials that improve the inclusivity of traditional narratives? 
   **Project:** Develop a classroom lesson that uses MNHS collections to address an absent narrative and/or illuminates the connections of Minnesota’s communities of color to larger themes of U.S. history.

3. **Connecting Museum Field Trips to the Classroom:** Teachers organizing field trips are increasingly required to connect these experiences to classroom curriculum. How can museums effectively address the needs of teachers to make these connections and help them measure student learning? **Project:** Assess current field trip offerings at the Minnesota History Center or Mill City Museum and propose a gallery program or classroom lesson that aligns the field trip experience with the *Northern Lights* 6th grade Minnesota history textbook.

4. **Promoting Place-based learning:** Historic sites create learning environments that are different than museum exhibits. How can the “power of place” be harnessed to increase student engagement and learning? **Project:** Assess the educational program of a historic site and develop an interpretive experience that amplifies an academic standard for Minnesota or U.S. history at that site.

5. **Classroom Outreach:** How can MNHS effectively organize learning experiences that take place in K-12 classrooms? **Project:** Building on the existing K-12 network of MNHS outreach programs, develop an educational program that can be delivered within a single class period of a middle, or high school, U.S. history classroom.

In preparation for this task you will need to understand the Minnesota Academic Standards for Social Studies as they relate to Minnesota and U.S. History; as well as the standards for Literacy in History/Social Studies in the Minnesota Academic Standards for English Language Arts. You will also benefit from understanding the pedagogy of applied learning (also known as “authentic instruction”). Depending on your choice, there will be other supporting literature to review. The final deliverable will also require a list of goals, an evaluation plan and a budget.

**Collections and the Digital Humanities:** You have been hired by an institution with an archive to develop a pilot project that will raise public awareness about, and interest in, its collections. The executive director wants you to experiment with using a digital platform such as OMEKA to develop and curate an online exhibition using materials drawn from the institution's archives. Your goals are twofold: the exhibition will make a selection of archival materials publicly accessible and comprehensible by placing the materials into their appropriate historical context; and, your exhibit will also offer an example of the type of research products and stories that can be developed by combining digital technologies with analog archives. Your final deliverable should
include a literature review that examines the convergence of digital media, physical archives, and public access; a critical assessment of at least five online exhibitions that you believe exemplify the type of project you have been hired to create; and a brief methodological guide that explains how you developed your online exhibition.

**Heritage Preservation--the National Register and Diversity:** A foundation has signaled both a desire and a reluctance to support historic preservation activity in Minnesota. It perceives preservation as a predominantly white, upper-middle class movement. However, given the financial incentives available for some National-Register-listed properties, the foundation is interested in advancing preservation-based economic and community development. The foundation has therefore hired you to analyze the National Register of Historic Places in Minnesota for evidence of diversity, broadly defined. Do the state’s NRHP-listed properties adequately reflect the history of its population, including its newer immigrant communities? If not, or if this analysis produces inconclusive results, develop a plan for identifying and registering properties that will increase the diversity of the NRHP in Minnesota. Your plan will include identification of diversity and engagement initiatives in MN and other states (or countries) that serve as precedents for your project; a review of related literature; a proposal for engaging populations associated with the historic sites you seek to nominate to the Register that takes shared authority into account; a critical assessment of the opportunities and challenges posed by this project and some possible solutions to overcome the greatest foreseeable impediments. Lastly, identify a preliminary list of at least three potentially historic sites associated with the communities you have identified as being underrepresented in Minnesota’s National Register listings and briefly evaluate their eligibility for NRHP designation.
Preliminary Reading List


Requirements, Notices, and Resources:

All requirements must be fulfilled in order to pass this course. There will be no extra credit work. You may not submit work that is or was for another course.

Subject to Change. With the exception of the grade and attendance policies, parts of this syllabus are subject to change with advance notice, as deemed appropriate by the instructor.

Late Work. Late work will be accepted only at the discretion of the instructor and is subject to 1/3 grade deduction for every 24 hours past the deadline.
Incomplete Work. Incomplete work will not be accepted without instructor’s prior approval and written agreement as to revised due dates and grading policy. The grade of incomplete can only be given if the work is substantially complete and the student has documentation of illness or extreme circumstances.

Makeup Work for Legitimate Absences: Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Students may be required to provide letters from the appropriate authority. Vacation plans do not constitute an acceptable excuse. Unexcused late work loses points. If you are going to miss an exam or a deadline, you must contact your instructor by email, phone, or in person before you are late with your work. For complete policy information, please see: http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html.

Intellectual Property. The College of Design has the right to retain any student project whether it be for display, accreditation, archive, documentation or any other educational or legal purpose. In addition, the College reserves the right to reproduce and publish images of any such student work in collegiate publications, printed or electronic, for the purposes of research, scholarship, teaching, publicity and outreach, giving publication credit to the creator/student.

Workload. For undergraduate courses, one credit is defined as equivalent to an average of three hours of learning effort per week over a full semester necessary for an average student to achieve an average grade in the course. For example a student taking a three credit course that meets for three hours should expect to spend an additional six hours a week on coursework outside the classroom. For graduate courses, one credit is defined as equivalent of more than an average of three hours of
learning effort per week (over a full semester) necessary for an average student to achieve an average grade in the course.

**Scholastic Dishonesty: Plagiarism and Cheating.** Plagiarism, a form of scholastic dishonesty and a disciplinary offense, is described by the Board of Regents as follows: “Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; or altering, forging, or misusing a University academic record; or fabricating or falsifying of data, research procedures, or data analysis.” (Student Conduct Code: [http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf](http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf)). Be advised that cheating and/or plagiarism may result in an F or the assignment or an F or N for the course. Students may also be subject to additional sanctions from the University. If you have questions about how to use sources or about the expectations for a specific assignment or exam, please ask. Remember, the fact that you want to make the best use of sources is not a sign of poor scholarship; as long as you cite them correctly, they contribute strength to your work. If you have any questions; everyone will be glad to help. The Office for Student Conduct and Academic Integrity offers a list of Frequently Asked Questions about scholastic dishonesty: [http://www1.umn.edu/oscai/integrity/student/index.html](http://www1.umn.edu/oscai/integrity/student/index.html).

**Academic Policies.** Academic policies for this course (including but not limited to: accommodations for students with disabilities, statements on classroom conduct, and statements regarding sexual harassment, and academic integrity) can be found in the University’s website at <[http://www.oscai.umn.edu/index.html](http://www.oscai.umn.edu/index.html) > Classroom misconduct, violation of academic integrity, sexual harassment and issues concerning students.

**Equity, Diversity, Equal Opportunity, and Affirmative Action:** The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: [http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf](http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf)

**Scholastic Conduct.** All students are responsible for conduct in conformance with the University of Minnesota Student Conduct Code which, among other provisions, broadly defines scholastic misconduct as “any act that violates the rights of another student in
academic work or that involves misrepresentation of your own work". See: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf

Students with Disabilities. This syllabus can be made available in alternative formats upon request. Contact the School of Architecture 612.624.7866. Students with disabilities that affect their ability to participate fully in class or meet all course requirements are encouraged to bring this to the attention of the instructor so that appropriate accommodations can be arranged. Reasonable effort will be made to accommodate students with disabilities. Determining appropriate disability accommodations is a collaborative process. You as a student must register with Disability Services and provide documentation of your disability. The course instructor must provide information regarding a course's content, methods, and essential components. The combination of this information will be used by Disability Services to determine appropriate accommodations for a particular student in a particular course. For more information, please reference Disability Services https://diversity.umn.edu/disability/.

Mental Health Services: As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: http://www.mentalhealth.umn.edu.

Sexual Harassment is not acceptable in the University setting. For additional information, please consult Board of Regents Policy: http://www1.umn.edu/regents/policies/humanresources/SexHarassment.html

Academic Freedom: The College of Design and University affirms the principles of academic freedom and responsibility as expressed here: http://regents.umn.edu/sites/regents.umn.edu/files/policies/Academic_Freedom.pdf

Grading Policy
Final grades will be based on the following University Grading Policy:
A 4.000 Represents achievement that is outstanding relative to the level necessary to meet course requirements. (93 or above)
A- 3.667 (90 to 92)
B+ 3.333 (87 to 89)
B 3.00 Represents achievement that is significantly above the level
necessary to meet course requirements. (83 to 86)
B- 2.667 (80 to 82)
C+ 2.333 (77 to 79)
C 2.000 Represents achievement that meets the course requirements in
every respect. (73 to 76)
C- 1.667 (70 to 72)
D+ 1.333 (67 to 69)
D 1.000 Represents achievement that is worthy of credit even though it
fails to meet fully the course requirements. (60 to 66)
S Represents achievement that is satisfactory, which is equivalent to a C- or
better.
F -0- Failed, insufficient work (60 or below)
Electronic Course Authorization System (ECAS)

HSPH 8002 - VIEW COURSE PROPOSAL

Back to Proposal List

Approvals Received: Department
on 10-26-16
by Nicole Kennedy
(kenne814@umn.edu)

Approvals Pending: College/Dean > Catalog

Effective Status: Active

Effective Term: 1179 - Fall 2017

Course:
Institution: UMNCTC - Twin Cities/Rochester
Campus: GRAD
College: TALA - College of Design
Department: 10827 - School of Architecture

General

Course Title Short: Core Practices in HSPH

Course Title Long: Core Practices in Heritage Studies and Public History

Max-Min Credits for Course: 3.0 to 3.0 credit(s)

Catalog Description:
Course is open to all Heritage Studies and Public History (HSPH) graduate students. DGS or Instructor permission required for others. Course offers a survey of how heritage and public history concern and ethics are embedded into practice. Through illustrated lectures, case studies, field trips, readings and class discussion, students will learn about the professional practice of heritage studies and public history, how approaches to practice are aligned to institutional mission, customization of programs for diverse audiences, and professional evaluation and management of financial resources.

Print in Catalog?: Yes

Grading Basis: A-F or Aud

Topics Course: No

Online Course: No

Freshman Seminar: No

Is any portion of this course taught outside of the United States?: None

Community Engaged Learning (CEL): None

Instructor Contact Hours: 3.0 hours per week

Course Typically Offered: Every Fall

Component 1 - Auto-Enroll Course: LEC (with final exam)

Component 2 - Graded Component: LEC

Academic Progress Units: Not allowed to bypass limits. 0.0 credit(s)
Financial Aid Progress Units: Not allowed to bypass limits. 0.0 credit(s)

Repetition of Course: Repetition not allowed,

Course Prerequisites for Catalog:

Course Equivalency: No course equivalencies

Cross-listings: No cross-listings

Add Consent Requirement: No required consent

Drop Consent Requirement: No required consent

Enforced Prerequisites:
(course-based or non-course-based)

No prerequisites

Editor Comments: <no text provided>

Proposal Changes: <no text provided>

History Information:

Graduate School

Faculty Sponsor Name:

Greg Donofrio

Blaine Brownell

brownell@umn.edu

Tim Hoogland

Additional Faculty Teaching This Course:

Is this course or change temporary? No

Proposed Change:

What is the course change being proposed (title, course content, number of credits, etc.)? Clearly indicate the rationale for proposing the change. If this is only a change in credits, please provide information justifying such a credit addition or reduction using specific examples from current and proposed syllabi, and answer completely the questions about course objectives and syllabus below. The University policy on credits is found under Section 4A of "Standards for Semester Conversion" at http://www.policy.umn.edu/Policies/Education/Education/STUDENTWORK.html.

Rationale for 8xxx-Level:

What is the rationale for proposing this course at the 8xxx-level rather than the 5xxx-level? Courses proposed at the 8xxx-level are for graduate students; courses at the 5xxx-level are primarily for graduate students, but third- and fourth-year undergraduates may also enroll.

This course is intended only for masters and doctoral level graduate students. Undergraduate enrollment will not be allowed.

Role of Course in Program:

What role in the program's curriculum is this course designed to fill (area of expertise in new faculty hire, fills gap in sequence, students' demand, follow-up to another course, other)? In other words, why does the program need this course? What is the relationship of this course to existing courses within the program/department? Will the course be a core requirement or optional? If there appears to be duplication or overlap with existing program courses, please explain.

This will be the second core requirement for all HSPH masters students and students seeking a
grad minor in HSPH. Course offers a survey of how heritage and public history concern and ethics are embedded into practice. This class will be taught at the Minnesota Historical Society History Center and MNHS historic sites by MNHS staff, to introduce students to breadth of departments through which public history and heritage are addressed. The course is designed to, in part, help students determine in which professional area of HSPH they plan to focus for a track: historic preservation; archeology; or public history.

What is the relationship of this course to courses outside the program, including courses in other units (departments, programs, schools, colleges) of the University? Please provide a list of any similar courses that includes the course designators, numbers, and titles. If there is any duplication or overlap, please explain.

This course, as well as the HSPH Masters Program and Grad Minor, have been developed in close consultation with colleagues in CLA and CDes who study and teach history, museums, archeology, and public history, American Studies, and ethnic studies. Additionally, colleagues at the Minnesota Historical Society worked with us to develop the structure and content of the course. There is no course like this at the University of Minnesota.

Have other programs been consulted where such duplication, overlap, and/or similarity might appear to exist? Please identify the individual(s) consulted and the nature and result of this consultation.

There is no other course like this one offered at the University of Minnesota. Faculty consulted in the development of this course include: Lin Nelson Mayson, Director of Goldstein Museum of Design and Museum Studies Minor; Kevin Murphy, History and Chair of American Studies; Katherine Hayes, Anthropology and Chair of American Indian Studies; Yuichiro Onishi, African American and African Studies; Greg Donofrio, Director of Heritage Conservation and Preservation Masters Program; Chris Taylor, Director of Diversity and Inclusion, Minnesota Historical Society.

How will the course and the instructor be evaluated?

The HSPH program has clearly articulated learning objectives for Knowledge, Skills and Values (pasted below). Students and program faculty will be evaluated against this framework. Students will evaluate professors through the normal CRT process, as well as through evaluation instruments tailored to each course. Students will be evaluated through grading.

The School of Architecture recently developed and approved a strategic plan that places strong emphasis on professional ethics and judgement; Environment Stewardship (including the built environment); Diversity Equity and Engagement; and Architectural Meaning (History, Theory, and Culture). This course engages these themes and issues and in doing so, advanced the unit’s curricular objectives.

Please provide a provisional syllabus for new courses and courses in which changes in content and/or description and/or credits are proposed that include the following information: course goals and description; format/structure of the course (proposed number of instructor contact hours per week, student workload effort per week, etc.); topics to be covered; scope and nature of assigned readings (texts, authors, frequency, amount per week); required course assignments; nature of any student projects; and how students will be evaluated.

The University policy on credits is found under Section 4A of “Standards for Semester Conversion” at http://www.policy.umn.edu/Policies/Education/Education/STUDENTWORK.html. Provisional course syllabus information will be retained in this system until new syllabus information is entered with the next major course modification. This provisional course syllabus information may not correspond to the course as offered in a particular semester.

HSPH 8002: Core Practices in Heritage Studies and Public History

Instructor: Tim Hoogland, MA
Email: hoogt001@umn.edu

ECAS:
Course is open to all Heritage Studies and Public History (HSPH) graduate students. DGS or Instructor permission required for others. Course offers a survey of how heritage and public history concern and ethics are embedded into practice. Through illustrated lectures, case studies, field trips, readings and class discussion, students will learn about the professional practice of heritage studies and public history, how approaches to practice are aligned to institutional mission, customization of programs for diverse audiences, and professional evaluation and management of financial resources. Offered every fall semester: 3cr; A-F grade; no prerequisite; required course for all MSPH graduate students; DGS or Instructor permission required for others.

Overview
While the core concepts course considers the "big questions" and common concerns for our diverse disciplines, this course will survey how those concerns and ethics are embedded in practice. We will do this through a series of case studies and site visits related to the work of
heritage and public history professionals at the Minnesota Historical Society and other organizations. Throughout the course, instructors and staff will discuss standards of professional practice, how activities are aligned to mission, customization of programs for diverse audiences, professional evaluation and the management of financial resources. Key questions to address in this course include:

- Who are the internal stakeholders in your work? What are your responsibilities to them, and what are the channels of communication?
- Who is the external audience for your work? What are your responsibilities to them, and what are the channels of communication? How do you know whether you are achieving your goals and/or meeting your mission?
- What are the advantages and limitations of exhibits, historic sites, public programs, and outreach for connecting with audiences? How do digital strategies support traditional presentation formats and/or create new ways to serve audiences? What trends will museums and historic sites need to address to recover, maintain, and/or increase the audiences they serve?
- How is diversity accounted for in your work? (Representing diverse views/pasts, sharing authority in interpretation, increasing diversity in professional staff, addressing issues of social justice with your work, building diverse stakeholders, developing inclusive narratives, etc.) What is the value of diversity to your field? What strategies do cultural organizations need to develop to more deeply engage broader audiences in their work?
- What are the responsibilities of historical organizations to American Indian Nations? (NAGPRA, Tribal Historic Preservation Officers, Tribal Museums, Collections care and access, etc.)
- What are the biggest constraints on institutions to meet their missions? How do institutional challenges affect the ability of individuals to do their jobs?
- When can institutions “go it alone” and when do institutional partnerships and/or community relationships become critical to your work?
- What kind of training/learning is essential to perform this work? How do organizations balance the need for “credentialed” staff and still create pathways to employment for people with alternative skill sets?
- How are collections managed to support the mission of an organization? What are the challenges and opportunities for managing collections in the digital age?

Departments or sites to be surveyed include:
- Exhibitions: The Minnesota History Center and a non-MNHS Museum
- Education: K-12 programs in museums, curriculum and outreach.
- Administration (if MN African American museum was active or in progress, how to collect/interpret untold stories)
- Collections: Acquisition, management, preservation and access to collections.
- Trends in library and archival practice.
- Historic Sites: Hill House/Ramsey House, Oliver Kelley Farm, and managing sites in partnership with other historical organizations.
- Heritage Preservation: Historic preservation (oversight) and field service support for historical organizations statewide.
- Minnesota Indian Affairs Council: Work with American Indian Nations related to collections review and access, archaeology, NAGPRA, decolonization, tribal museums, shared authority, advisory relationships, etc.
- Another museum? (possibly American Swedish Institute relative to their collective responsibilities to historic supporters and contemporary neighborhood residents)

Schedule

Week 1  Introduction to History Organizations
Week 2  Collections: Development & Policies
Week 3  Collections: Management, Processing, Preservation, Access
Week 4  Collections: Future of collections (held at Andersen Library)
Week 5  Museums & Sites: Site 1 (Historic House)
Week 6  Museums & Sites: Site 2 (Oliver Kelley Farm)
Week 7  Museums & Sites: Site 3 (History Center)
Week 8  Museums & Sites: Site 4 (Non-MNHS Museum)
Week 9  Shared Authority: Mille Lacs Indian Museum
Week 10  Shared Authority: Community Engagement
Week 11  Partnerships & Outreach: K-12 Education
Week 12  Partnerships & Outreach: Minnesota Historical Organizations
Week 13  Partnerships & Outreach: Other institutions
Week 14  Heritage Preservation: State Historic Preservation Office, Architecture & Landscape
Week 15  Heritage Preservation: State Historic Preservation, Archaeology

Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>% of overall grade</th>
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<tbody>
<tr>
<td>Attendance and Class Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Final Project Proposal, Outline, Source List</td>
<td>25%</td>
</tr>
<tr>
<td>Final Team Project</td>
<td>65%</td>
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https://onestop2.umn.edu/ecas/viewCourseProposal.jsp?EcasId=59028&seq=1
Final Assignments (ideas under development)--students work in groups of 3(?)

Reenvisioning Historic House Museums: Historic house museums face challenges attracting visitors, staying financially solvent, and remaining culturally relevant in a rapidly-changing and increasingly globalized world. The Minnesota Historical Society has hired you to re-envision the interpretation and programming of the Alexander Ramsey House and/or the James J. Hill House. The goals of this work are to enhance visitor engagement with the site and to increase the diversity of its visitors. Your final deliverable should include a critical assessment of the site's current interpretative program and the demographics of its visitors; a literature review and survey of best practices for engaging new and diverse audiences at historic house museums; and a proposal for re-envisioning the interpretive planning and programming of the historic site that clearly explains how your recommendations will advance the goals of increased visitor engagement and diversity.

Supporting K-12 education and role of Supplementary Education Service Providers (SESs): Historical organizations embrace "Education" as a core component of their missions. But what does this mean with respect to a structured role in supporting K-12 education? How is this similar to, or different than, the informal learning that happens for visitors to historic sites and museums? You have been hired to assess and address one of the following challenges of the Minnesota Historical Society's education program for K-12 schools. PICK ONE of the following options for your final project:

1. Teacher Professional Development: How can MNHS support the ability of teachers to effectively use institutional resources to increase classroom engagement? Project: Organize a full-day teacher professional development workshop that will improve their ability to teach the Civil Rights movement through the lens of Minnesota history.

2. Culturally Relevant Curriculum: As the diversity of K-12 students increases, how can MNHS develop classroom resources that allow teachers to enrich textbooks with materials that improve the inclusivity of traditional narratives? Project: Develop a classroom lesson that uses MNHS collections to address an absent narrative and/or illuminates the connections of Minnesota's communities of color to larger themes of U.S. history.

3. Connecting Museum Field Trips to the Classroom: Teachers organizing field trips are increasingly required to connect these experiences to classroom curriculum. How can museums effectively address the needs of teachers to make these connections and help them measure student learning? Project: Assess current field trip offerings at the Minnesota History Center or Mill City Museum and propose a gallery program or classroom lesson that aligns the field trip experience with the Northern Lights 6th grade Minnesota history textbook.

4. Promoting Place-based learning: Historic sites create learning environments that are different than museum exhibits. How can the "power of place" be harnessed to increase student engagement and learning? Project: Assess the educational program of a historic site and develop an interpretive experience that amplifies an academic standard for Minnesota or U.S. history at that site.

5. Classroom Outreach: How can MNHS effectively organize learning experiences that take place in K-12 classrooms? Project: Building on the existing K-12 network of MNHS outreach programs, develop an educational program that can be delivered within a single class period of a middle or high school, U.S. history classroom.

In preparation for this task you will need to understand the Minnesota Academic Standards for Social Studies as they relate to Minnesota and U.S. History; as well as the standards for Literacy in History/Social Studies in the Minnesota Academic Standards for English Language Arts. You will also benefit from understanding the pedagogy of applied learning (also known as "authentic instruction"). Depending on your choice, there will be other supporting literature to review. The final deliverable will also require a list of goals, an evaluation plan and a budget.

Collections and the Digital Humanities: You have been hired by an institution with an archive to develop a pilot project that will raise public awareness about, and interest in, its collections. The executive director wants you to experiment with using a digital platform such as OMEKA to develop and curate an online exhibition using materials drawn from the institution's archives. Your goals are twofold: the exhibition will make a selection of archival materials publicly accessible and comprehensible by placing the materials into their appropriate historical context; and, your exhibit will also offer an example of the type of research products and stories that can be developed by combining digital technologies with analog archives. Your final deliverable should include a literature review that examines the convergence of digital media, physical archives, and public access; a critical assessment of at least five online exhibitions that you believe exemplify the type of project you have been hired to create; and a brief methodological guide that explains how you developed your online exhibition.

Heritage Preservation--the National Register and Diversity: A foundation has signaled both a desire and a reluctance to support historic preservation activity in Minnesota. It perceives preservation as a predominantly white, upper-middle class movement. However, given the financial incentives available for some National Register-listed properties, the foundation is interested in advancing preservation-based economic and community development. The foundation has therefore hired you to analyze the National Register of Historic Places in Minnesota for evidence of diversity, broadly defined. Do the state's NRHP-listed properties adequately reflect the history of its population, including its newer immigrant communities? If
not, or if this analysis produces inconclusive results, develop a plan for identifying and registering properties that will increase the diversity of the NRHP in Minnesota. Your plan will include identification of diversity and engagement initiatives in MN and other states (or countries) that serve as precedents for your project; a review of related literature; a proposal for engaging populations associated with the historic sites you seek to nominate to the Register that takes shared authority into account; a critical assessment of the opportunities and challenges posed by this project and some possible solutions to overcome the greatest foreseeable impediments. Lastly, identify a preliminary list of at least three potentially historic sites associated with the communities you have identified as being underrepresented in Minnesota's National Register listings and briefly evaluate their eligibility for NRHP designation.

Preliminary Reading List


Requirements, Notices, and Resources:

All requirements must be fulfilled in order to pass this course. There will be no extra credit work. You may not submit work that is or was for another course.

Subject to Change. With the exception of the grade and attendance policies, parts of this syllabus are subject to change with advance notice, as deemed appropriate by the instructor.

Late Work. Late work will be accepted only at the discretion of the instructor and is subject to 1/3 grade deduction for every 24 hours past the deadline.

Incomplete Work. Incomplete work will not be accepted without instructor's prior approval and written agreement and as to revised due dates and grading policy. The grade of incomplete can only be given if the work is substantially complete and the student has documentation of illness or extreme circumstances.

Makeup Work for Legitimate Absences: Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Students may be required to provide letters from the appropriate authority. Vacation plans do not constitute an acceptable excuse. Unexcused late work loses points. If you are going to miss an exam or a deadline, you must contact your instructor by email, phone, or in person before you are late with your work. For complete policy information, please see: http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html.
ECAS View Course Proposal

Intellectual Property. The College of Design has the right to retain any student project whether it be for display, accreditation, archive, documentation, or any other educational or legal purpose. In addition, the College reserves the right to reproduce and publish images of any such student work in collegiate publications, printed or electronic, for the purposes of research, scholarship, teaching, publicity and outreach, giving publication credit to the creator/student.

Workload. For undergraduate courses, one credit is defined as equivalent to an average of three hours of learning effort per week over a full semester necessary for an average student to achieve an average grade in the course. For example a student taking a three credit course that meets for three hours should expect to spend an additional six hours a week on coursework outside the classroom. For graduate courses, one credit is defined as equivalent of more than an average of three hours of learning effort per week (over a full semester) necessary for an average student to achieve an average grade in the course.

Scholastic Dishonesty: Plagiarism and Cheating. Plagiarism, a form of scholastic dishonesty and a disciplinary offense, is described by the Board of Regents as follows: "Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; or altering, forging, or misusing a University academic record; or fabricating or falsifying of data, research procedures, or data analysis." (Student Conduct Code: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf). Be advised that cheating and/or plagiarism may result in an F or the assignment or an F or N for the course. Students may also be subject to additional sanctions from the University. If you have questions about how to use sources or about the expectations for a specific assignment or exam, please ask. Remember, the fact that you want to make the best use of sources is not a sign of poor scholarship; as long as you cite them correctly, they contribute strength to your work. If you have any questions; everyone will be glad to help. The Office for Student Conduct and Academic Integrity offers a list of Frequently Asked Questions about scholastic dishonesty: http://www1.umn.edu/oscai/integrity/student/in dex.html.

Academic Policies. Academic policies for this course (including but not limited to: accommodations for students with disabilities, statements on classroom conduct, and statements regarding sexual harassment, and academic integrity) can be can be found in the University's website at <http://www.oscai.umn.edu/index.html> Classroom misconduct, violation of academic integrity, sexual harassment and issues concerning students.

Equity, Diversity, Equal Opportunity, and Affirmative Action: The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf

Scholastic Conduct. All students are responsible for conduct in conformance with the University of Minnesota Student Conduct Code which, among other provisions, broadly defines scholastic misconduct as "any act that violates the rights of another student in academic work or that involves misrepresentation of your own work". See: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf

Students with Disabilities. This syllabus can be made available in alternative formats upon request. Contact the School of Architecture 612.624.7866. Students with disabilities that affect their ability to participate fully in class or meet all course requirements are encouraged to bring this to the attention of the instructor so that appropriate accommodations can be arranged. Reasonable effort will be made to accommodate students with disabilities. Determining appropriate disability accommodations is a collaborative process. You as a student must register with Disability Services and provide documentation of your disability. The course instructor must provide information regarding a course's content, methods, and essential components. The combination of this information will be used by Disability Services to determine appropriate accommodations for a particular student in a particular course. For more information, please reference Disability Services https://diversity.umn.edu/disability/

Mental Health Services: As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: http://www.mentalhealth.umn.edu.

Sexual Harassment is not acceptable in the University setting. For additional information, please consult Board of Regents Policy: http://www1.umn.edu/regents/policies/humanresources/SexualHarassment.html

Academic Freedom: The College of Design and University affirms the principles of academic freedom and responsibility as expressed here:
Grading Policy
Final grades will be based on the following University Grading Policy: A 4.00 Represents achievement that is outstanding relative to the level necessary to meet course requirements. (93 or above)
A- 3.667 (90 to 92)
B+ 3.333 (87 to 89)
B 3.00 Represents achievement that is significantly above the level necessary to meet course requirements. (83 to 86)
B- 2.667 (80 to 82)
C+ 2.333 (77 to 79)
C 2.00 Represents achievement that meets the course requirements in every respect. (73 to 76)
C- 1.667 (70 to 72)
D+ 1.333 (67 to 69)
D 1.00 Represents achievement that is worthy of credit even though it fails to meet fully the course requirements. (60 to 66)
S Represents achievement that is satisfactory, which is equivalent to a C- or better.
F, D- Failed, insufficient work (60 or below)

Strategic Objectives & Consultation

Name of Department Chair Approver:
Marc Swackhamer

Strategic Objectives - Curricular Objectives:
How does adding this course improve the overall curricular objectives of the unit?
The School of Architecture recently developed and approved a strategic plan that places strong emphasis on professional ethics and judgement; Environment Stewardship (including the built environment); Diversity Equity and Engagement; and Architectural Meaning (History, Theory, and Culture). This course engages these themes and issues and in doing so, advanced the unit's curricular objectives.

Strategic Objectives - Core Curriculum:

Strategic Objectives - Consultation with Other Units:
Does the unit consider this course to be part of its core curriculum?
The unit considers this course to be a core component of the HSPH curriculum; the course and the HSPH program were unanimously approved by the School of Architecture Graduate Curriculum Committee, and was again strongly approved by the entire faculty of the School of Architecture.

In order to prevent course overlap and to inform other departments of new curriculum, circulate the proposed syllabus to chairs in relevant units and copy the undergraduate associate dean(s) affiliated with those units. By consultation with other units, the information about a new course is more widely disseminated and can have a positive impact on enrollments. Include all correspondence here, to be used during CCC review. Please also make sure to send a Word or PDF copy of the proposed syllabus to the CCC staff person informing them of the course and asking for any feedback from the faculty.

There is no other course like this one offered at the University of Minnesota. Faculty consulted in the development of this course include: Lin Nelson Mayson, Director of Goldstein Museum of Design and Museum Studies Minor; Kevin Murphy, History and Chair of American Studies; Katherine Hayes, Anthropology and Chair of American Indian Studies; Yuichiro Onishi, African American and African Studies; Greg Donofrio, Director of Heritage Conservation and Preservation Masters Program; Chris Taylor, Director of Diversity and Inclusion, Minnesota Historical Society