New Graduate Course Approval Cover Form
Montana State University

This four-page form collects basic information about the proposed new course, provides information on the approval process, and includes all required approvals. Additional information (see INFO sheet) is also required as part of the New Course Packet.

Proposed New Course Information

Requested Rubric, Course Number, Core Designation (if needed): HIST 508

Course Title: Historic Preservation: Theory and Practice

Abbreviated Course Title (≤ 30 chars):

First Semester to be Offered: Fall 2015

Submitted by: Courtney Kramer

Submitter’s Contact Info: Phone, Email: 406-581-7243 courtney.kramer@montana.edu

Instructor: Courtney Kramer

Department: Department of History and Philosophy

College: College of Letters and Science

New Graduate Course Review Process

APPROVALS

Instructor completes the New Course Packet.

Department Head’s signature indicates that course has been approved by the process used within the Department.

The Chair of the College Curriculum Committee signs to indicate College academic approval (if required).

The College Dean signs to indicate that adequate resources are available to offer the course. Supporting information (Dean’s Statement) is typically required.

The New Course Packet (as PDF) is submitted to the Graduate School for approval by the Dean.

Provost’s Office reviews the new course request.

Approved new course sent to Registrar for inclusion in the Catalog and Schedule of Classes

Note: This diagram illustrates the typical flow path, but at any review step there can be a request for additional information or modifications. Careful review in early steps is the best way to speed the overall process. * Special topics courses (x91) do not require review by the College Curriculum Committee, but cannot be offered more than two times without committee review.

RECEIVED
DEC 8 2014
WAD SCHOOL
MSU
INFORMATION NEEDED FOR COMMON COURSE NUMBERING

The process for identifying a common course number for a new course is as follows:

1. Course learning outcomes are prepared for the new course.
2. The person submitting the new course request looks at the CCN website to see if a course with similar outcomes already exists in the MUS system.
   
   www.mus.edu/Qtools/CCN/ccn_default.asp

   - If a course exists with at least 80% of the same outcomes, the course is considered “equivalent” to the proposed new course, and the new course should use the existing rubric and course number.
   - If no "equivalent" course is found, the person submitting the new course request should identify a unique course number that has not been used by any other course in the MUS system.

3. The requested rubric and course number are submitted as part of the new course packet.
4. The Provost’s Office submits the learning outcomes and the requested rubric and course number to the MUS to have a course number assigned to the course. (This will typically be the requested course number, but it could be changed.)
5. The assigned common course number is reported back to the person submitting the new course request.

### Requested Rubric, Course Number, Core Designation (if needed):

<table>
<thead>
<tr>
<th>Requested Rubric, Course Number, Core Designation (if needed):</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Title:</strong> Historic Preservation: Theory and Practice</td>
</tr>
<tr>
<td><strong>Abbrev. Course Title (≤30 char):</strong> HIST 508</td>
</tr>
<tr>
<td><strong>Credits:</strong> 3</td>
</tr>
<tr>
<td><strong>Department Offering Course:</strong></td>
</tr>
<tr>
<td><strong>College:</strong> Department of History and Philosophy</td>
</tr>
<tr>
<td><strong>College:</strong> College of Letters and Science</td>
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<tr>
<td><strong>Is this course “equivalent” to a course in the MUS System?:</strong></td>
</tr>
<tr>
<td>□ Yes ☑ No</td>
</tr>
</tbody>
</table>

**Learning Outcomes for the Course:**

Students will be introduced to American historic preservation and cultural resource management. Beginning with preservation efforts in the 19th century, the course will examine the circumstances which advanced public policy towards historic preservation, from the Philadelphia Meetinghouse in 1810, to the 1906 Antiquities Act, the 1966 Historic Preservation Act and the 1969 National Environmental Policy Act.

Students will gain an understanding of the Secretary of the Interior’s administration of historic preservation policy, through the National Park Service. This includes development of historic contexts for a property using primary sources and archival material. Students will learn to identify types and “styles” of American architecture and various approaches to documenting a property. Students will learn how to apply the Secretary of the Interior’s criteria for eligibility of historic properties to the National Register of Historic Places. The Secretary of the Interior’s Standards and Guidelines for the Treatment of Historic Properties will also be covered.

The role of stakeholder government agencies, non-profits and private investors will be examined and discussed.
The data needed to enter the new course into the MSU Catalog and Schedule of Classes is collected on this page. Once the new course has been approved, this page is automatically forwarded to the Registrar for data entry.

Assigned Rubric, Course Number, Core Designation (if needed):
HIST 508

Course Title (for Catalog):
Historic Preservation: Theory and Practice

Course Title (for Schedule of Classes, 30 characters, max.):

First Semester to be Offered:
Fall 2015

Restricted Entry/Consent of Instructor Required:  
[ ] Yes  [ ] No

Instructor’s GID (last 4 digits only):  

Department Offering Course:  
Department of History and Philosophy

College:  
College of Letters and Science

Is the requested course number available? (x4155 to check):  
[ ] Yes  [ ] No

Frequency of course offering:  
[ ] Annually  [ ] Alternate Years, starting _______

Semester(s) offered (check all that apply):  
[ ] Summer  [ ] Fall  [ ] Spring

Summer Options (check all that apply):  
[ ] First 6 weeks  [ ] Second 6 weeks  [ ] 12 weeks

Credits by mode of instruction:  

Lecture:  
3

Seminar:  

Independent Study:  

Lab/Studio:  

Recitation/Discussion:  

TOTAL CREDITS:  
3

Primary Mode(s) of Delivery:  
[ ] Face-to-face  [ ] Web-Enhanced (small on-line comp.)

[ ] On-Line Only  [ ] Blended (significant on-line portion)

Time and Location — Call the Registrar’s Office at x4155 to find a time and location for the course.

Assigned Day(s):  
[ ] M  [ ] Tu  [ ] W  [ ] Th  [ ] F  [ ] Sa  [ ] Su

Assigned Time(s):  

Assigned Building:  

Assigned Room:  

Capacity (room capacity, or enrollment “cap”):  
20

Co- and Pre-Requisites — Courses numbered 200 and above are normally expected to have prerequisites. When listing multiple prerequisites, please separate courses with “and” if both are required, or “or” if only one is required.

Prerequisite(s):  
Co-Requisite(s):

Course Description — Provide a course description of 40 words or less for the MSU Catalog.

The course examines the built environment as a basis for understanding historic significance, discusses the American approach to history preservation and introduces the public policies and agencies which protect cultural resources.
DEAN’S STATEMENT

The reviewing committees are being asked to take a closer look at the resources required for each proposed new course. In many cases new courses will replace existing courses and the new course request is effectively resource neutral, however that is not always the case. For example, a new elective course that would result in distributing an existing student population across a larger number of courses would represent a significant increase in expenditures for the new course, and no increase in total student credit hours. A funding mechanism for such a course would need to be identified.

The Dean’s Statement is the place to document how the costs of the proposed new course will be covered.

The additional funding would come from current department budget

MMZ
NEW GRADUATE COURSE NARRATIVE

Updated: 12/31/2013

REQUIRED DOCUMENTATION FOR REVIEW OF NEW GRADUATE COURSES

1. Course Description:
   a. What are the special goals or purposes of the course that support a “graduate” level of the course?

   The course is designed for graduate students (M.A. and Ph.D.) in History and for students in the Architecture program. It will be co-convened with HSTA 400, which will admit a small number of senior undergraduates in History. Graduate students will be expected to display a higher degree of comprehension of the materials and group project leadership.

   b. Is this course intended to be a required part of a new degree curriculum option, major, or minor?

      No.

   c. Provide a course syllabus containing all major topics to be covered.

      Please see the attached syllabus.

   d. List required texts or other required references.

      Students will need to purchase the following texts:


      The instructor will provide access to the following reading materials:


2. Level of Offering:
   a. Has the course been offered previously as a 591?
      i. If so, when?
         Yes, in the Spring of 2012 and 2013.
      ii. What was the enrollment?
         18 students
      iii. What level of students took the course?
         Graduate and undergraduate students
      iv. What were the evaluations?
         The evaluations were positive, with recommendations to include more discussion sessions in the course. The recommendations were incorporated into a revised course syllabus.
   b. Does the course represent an upgraded version of an undergraduate level course?
      No.
      i. If so, how has the course been changed to justify offering it at the graduate level? (Be specific)
   c. What are the prerequisites for this graduate course? (List exact MSU courses - e.g. ESCI XXX or equivalent)
      Graduate standing in History, Architecture or a related course of study.
   d. What performance requirements are placed on students which make this a graduate course?
      i. Specifically state the written requirements or products of this course.
      Student achievement in the course will be graded on the following items:
• **Participation (20% of grade):** This course covers a large amount of material in 16 weeks. Student attendance and participation in group discussions will be included in the grading matrix.

• **Group project (20% of grade):** Student groups will be asked to further investigate the historic context for a potential historic district in Bozeman. The context will be expected to examine the area’s development pattern, architectural language, historic era, period of significance, major dates of significance and general boundaries of the potential district. The instructor will provide a list of areas for investigation which the students may chose from. The group will present the findings to the class and consolidate class discussion into a final paper. Group presentations will be due in Week 7. Groups are expected to incorporate the class discussion of the presentation into a final historic context paper due in Week 8.

• **Montana Property Record Form (40% of grade):** The student will be asked to complete a Montana Property Record Form for one of the properties within the potential historic district in which the student completed their historic context. A draft of this form is due Week 13, on which the instructor will edit, pose questions for further development and offer suggestions for improvement. The final Property Record Form is due in Week 16.

• **Blue book exam (20% of grade):** Students will be tested on the American approach to historic preservation. This includes information about the National Register of Historic Places, the division of responsibilities between Federal, State and Local governments in implementing historic preservation policy, the criteria under which a property may be considered historic and the seven facets of historic integrity. A summary of potential exam questions will be provided to students two weeks in advance of the exam, with the rubric by which exam questions will be graded. The blue book exam is scheduled for Week 15.

  ii. How will the student’s learning be assessed and graded?

  *Student learning will be assessed on classroom participation and satisfactory completion of the assignments.*

3. **Relationship to other courses, curricula, and Departments:**
   a. **Does this course build on or interrelate with other courses in your curriculum or related curricula? If so, which one(s)?**

      *Yes.*

      *History: HIST 503, America before 1860, HIST 505, America since 1860, HIST 515, The American West*

      *Architecture: Architectural History, Materials*

   b. **Does this course replace one or more courses that will not be offered? If so, which one(s)?**

      *No.*

   c. **Will this course be co-convened with an undergraduate course? If so, what additional requirements will students enrolled in the graduate course be expected to fulfill?**
The course will be co-convened with an undergraduate course. Graduate students will be expected to take a leadership role in prompting classroom discussions, creating written materials and presenting more polished course materials.

d. Do the topics in the proposed course duplicate or reiterate those in other courses in this or any other department? If so, how do the coverages and education experiences differ, and how are these duplications or reiterations justified?

No.

e. When the course is to be co-sponsored, taught by faculty from more than one department, or when content overlaps areas of common concern, the concurrence of all department heads and deans involved must be indicated. What liaison has been conducted with other departments? State reactions, both favorable and unfavorable.

The course is supported by both the Department of History and the School of Architecture.

4. Students Served:
   a. Does the proposed course serve:
      i. Majors only?
         No.
      ii. Non-majors only? State area(s) or discipline(s) to be served.
         No.
      iii. Both majors and non-majors? Indicate what specific efforts will be made to make the course materials relevant to all disciplines served. How are faculty and students in the other areas to be served being made aware of this course?

The course should be available to students in all disciplines related to cultural resources, including Architecture, History, Art History, Anthropology and Geography. Historic preservation and cultural resource management touch on all of the disciplines served. To raise awareness of the course, a copy of the course syllabus will be made available to faculty members in related disciplines. Students will be made aware of the course through the MSU Catalog and publication materials printed near the History Department offices in the Fall of 2014.

5. What is the anticipated course enrollment?

20 students.

6. Resources (including instructor):
   a. Are department financial resources sufficient for offering this course?
      Yes.
   b. Does the instructor have the requisite academic training to offer this course?
      i. Describe these qualifications briefly and include a vita (if the instructor is non-tenured).
Courtney Kramer is not a member of the regular faculty. She has a Master’s degree in Historic Preservation. As the City of Bozeman’s Historic Preservation Officer, she oversees the City’s Historic Preservation program, which conducts design review, generates new nominations to the National Register of Historic Places, and works in concert with a number of statewide agencies to ensure the protection of historic and culturally significant resources. A Vita is attached, along with a letter of support from the Department Chair.

c. Are the library holdings adequate to support this course?
Yes.

7. Course Evaluation:
   a. How will the students evaluate the course and instructor?
      Knapp evaluations will be distributed to students.
   b. How will the department evaluate the course and instructor?
      The department Chair will review student Knapp evaluations and interview students in the course.

8. Other Supporting Material: Include any additional information you feel is needed to support this request.

Note: When using the December 2013 New Graduate Course form, it is not necessary to also submit a Graduate Course Change form, as required in the past.
HSTA 508: Historic Preservation Theory and Practice

Instructor Information:
Courtney Kramer
Adjunct, Department of History
courtney.kramer@montana.edu

Course Meeting Time Information:
Date/ Time: TBD
Location: TBD

Introduction:
Historic preservation is an amalgamation of topics in history, architecture, cultural geography, geology, material science, museum studies and public policy. The identification of a place, property or landscape with potential historic significance requires comprehension of and the appropriate application of specific criteria and standards. The proper management of a property deemed historically significant necessitates further knowledge of architecture, construction materials and guidelines for restoration, preservation, rehabilitation or reconstruction. This course will expose students to the role historic preservation plays in an evolving American landscape.

The course has three primary goals: First, to introduce the “everyday” or “vernacular” American built environment as a basis for understanding historic significance; second, to discuss the American approach to historic preservation; and third to expose students to the various pieces of public policies and public agencies which interact with historic preservation. The overall structure will be a small class size, with a primary lecturer and a number of guest lecturers who will delve deeper into their specific relationship with historic preservation.

Course Objectives:
By the end of the course, students should be able to:
- Identify the various elements which come together to drive settlement and industry, and form a place’s cultural identity. The understanding of historic context is crucial to understanding a place’s historic significance.
- Interpret an existing landscape using their own observations, maps, historic photographs, library archives, written and oral history and primary sources.
- Identify types and “styles” of American residential, commercial and industrial/ transportation related architecture.
- Communicate the pertinent information about American public policy towards historic preservation and cultural resource management.
- Discuss the criteria and standards which must be satisfied in order to deem a property or place “historic”, as well as the various methods for recognition of historic places.
- Convey the appropriate treatments of historic properties, as recommended by the Secretary of the Interior.
- Understand the various agencies, non-profits and private investors who are stakeholders in historic preservation.
Course Expectations:
Consistent attendance is strongly encouraged as lecture topics and later discussion will build upon required reading. Students are expected to complete the assigned reading prior to class, and raise questions or issues for further exploration. Graduate students enrolled in the course will be expected to display a higher degree of course material comprehension and leadership in group projects and discussions. Student achievement in the course will be graded on the following items:

- Participation (20% of grade): This course covers a large amount of material in 16 weeks. Student attendance and participation in group discussions will be included in the grading matrix.

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Course Specifics:
Week 1: First class and course introductions. Lecture on the importance of historic context.

Week 2: Understanding historic context and the history of the northern Rocky Mountain Region
Reading for the week:


**Week 3:** An overview of Montana and regional history: transportation, industry and the built environment.

Reading for the week:

**Week 4:** American architecture: style, shape, structure

Reading for the week:

**Week 5:** American architecture: types seen frequently in the west

Reading for the week:

**Week 6:** American architecture: types seen frequently in the west

Guest speaker: Lesley Gilmore, CTA Architects and Engineers on Modernism.

Reading for the week:

**Week 7:** Group presentations of historic context

**DUE:** Group presentations of historic context

Reading for the week:

**Week 8:** The American approach to historic preservation: preservation movement history and public policy.

**DUE:** Group historic context papers due

Reading for the week: None

**Week 9:** Historic designation: criteria for historic significance & integrity

Reading for the week:

**Week 10:** No Class (Spring Break)

**Week 11:** Historic designation: eligibility for recognition as a historic place, battlefields, mining districts and rural historic landscapes

Reading for the week:

**Week 12:** Protecting historic places: the role of the federal, state and local governments.

Guest speaker: Kate Hampton, Montana State Historic Preservation Office

Reading for the week:

**Week 13:** Approaches to historic preservation: the Secretary of the Interior’s Standards for the treatment of historic places

**Due:** Draft Montana Property Record Forms
Reading for the week: Familiarize yourself with the Secretary of the Interior’s Guidelines for the Treatment of Historic Properties, as available on the National Park Service website http://www.nps.gov/history/hps/tps/standards_guidelines.htm

Reading for the week: *A Richer Heritage*, p. 184-278

**Week 14:** SOI Standards for Rehabilitation, Adaptive Reuse and Tax Incentives.

Reading for the week:

**Week 15:** The private sector involvement in historic preservation: Non-profits, for profits and Street Programs and revitalization.

Guest speaker: Chris Naumann, Downtown Bozeman Partnership

**Due:** Blue Book exam

Reading for the week:

**Week 16:** Guest lecture, walking tour of Bozeman’s historic districts

Guest speaker: Jon Axline, Montana Department of Transportation

**Due:** Final Montana Property Record Forms

**Reading Materials List:**


COURTNEY KRAMER
4249 Brenden Street, Bozeman, MT 59718 | (406) 581-7243 | courtney.kramer@montana.edu

EDUCATION
University of Kentucky
Master of Historic Preservation 2007
Master’s Project: “Feasibility Study to Establish a Field School in Virginia City and Nevada City, Montana”

Montana State University, Bozeman, MT
Bachelor of Arts- History 2005
Curriculum focus: American history, architectural history

AWARDS
Clyde Carpenter New Student Award 2006
Advisor of the Year, Montana State University Greek System 2009
Distinguished Alumnae, Montana State University Greek System 2013

TEACHING EXPERIENCE
Montana State University
Adjunct Professor- Historic Preservation Theory and Practice Spring ’12 & ‘13
Developed syllabus and overall course structure, taught class, met with students upon request, evaluated student performance. The three credit course was co-hosted by the Department of History and Philosophy and the School of Architecture.

WORK EXPERIENCE
City of Bozeman
Planer I and Historic Preservation Officer 2007-Present
Certificate of Appropriateness design review, respond to customer inquiries about zoning and other land use regulations, preparation of staff reports, memos and internal and external communication pertaining to the ongoing use of historic properties, presentation of land use applications to regulatory bodies and associated communication with customers. Preservation program management, grant and project management, public history outreach and education, development of public policy for historic preservation, development of strategic plans for endangered historic structures and management of student interns.
PUBLIC HISTORY EXPERIENCE- PUBLICATIONS, PRESENTATIONS, OTHER PROJECTS

Bi-monthly commentator for KMMS 1450 AM in Bozeman, MT
Guest commentator about local history and historic places. Includes research in primary sources, outlining a segment and participating in a 30 minute on-air radio segment. 2013-Present

Monthly columnist for Bozeman Magazine
Creation of a 1,000 word monthly column about historic people, places and events in local history for publication on the website and in print. 2011- Present

Urban Design and Bozeman’s Design Guidelines
A guest lecture for the Department of Geography at MSU-Bozeman 2014

Montana Modern and the School of Architecture
A lecture offered in conjunction with an exhibition of “Montana Modern” an exhibit showcasing Modern architecture developed by the Montana Historical Society. The exhibit, lecture and reception were co-hosted by the MHS, MSU School of Architecture and Bozeman’s preservation program. 2014

Gauging the future of Bozeman’s Northern Pacific Passenger Depot
A lecture for the Extreme History Project, Bozeman, MT 2013

Pursuing a National Historic Trail Listing for the Mullan Road
Lecture and call for action at the Mullan Road Conference, Fort Benton, MT 2010

The Mullan Road: Stimulus to Settlement
Lecture presented at the Montana History Conference, Great Falls, MT 2009

MEMBERSHIPS
The National Trust for Historic Preservation
Montana Preservation Alliance

VOLUNTEER EXPERIENCES
President of Alpha Phi of Alpha Omicron Pi Corporation
Management of the non-profit corporation which owns a sorority facility with an assessed value of $1.6 million. Responsible for a staff of three, volunteers, corporation members, a board of directors, oversight of a $250,000 budget, property management
including planning strategic initiatives and non-profit reporting to the Secretary of State. 2010-2013

*Long-Range Planning Committee, Bozeman Public Schools*
Member of the community steering committee for long range planning and management of the physical property owned by the Bozeman Public Schools. Focus on market-driven solutions for preservation of Bozeman’s historic school buildings. 2009-Present

*Community Relationship Committee, Bozeman Chamber, Visitors and Convention Bureau and MSU*
Participation in a committee of community members aimed at improving “town and gown” relations. Management of the “Paint the Town for Homecoming” project which paired student organizations with private businesses to decorate storefront windows during Homecoming Week. 2009-2013

**PERSONAL INTERESTS**

* bicycling, hiking, camping, reading voraciously, travel, gardening, anything on American Experience.*
September 19, 2014

To: Dr. Karlene Hoo, Dean, Graduate School
Re.: HIST 508, Historic Preservation: Theory and Practice

Dear Karlene,

I’ve carefully reviewed Courtney Kramer’s syllabus and other materials submitted in conjunction with her new course request for HIST 508, Historic Preservation: Theory and Practice. I fully support the proposal.

Courtney is not a member of the regular faculty. She does, however, have a Master’s degree in Historic Preservation from the University of Kentucky, and is widely read in architectural history and historic preservation. I believe that she is fully qualified to teach the course.

Respectfully,

[Signature]

David Cherry
Chair, Dept. of History & Philosophy