

2014-2015 LONG SIGNATURE SHEET



UNC CHARLOTTE

Proposal Number: HIST-11-18-15

Proposal Title: Establishment of new course HIST 6300

Originating Department: History

TYPE OF PROPOSAL: UNDERGRADUATE _____ GRADUATE X UNDERGRADUATE & GRADUATE _____
 (Separate proposals sent to UCCC and Grad. Council)

DATE RECEIVED	DATE CONSIDERED	DATE FORWARDED	ACTION	SIGNATURES
11/19/15	11/19/15	11/19/15	Approved	DEPARTMENT CHAIR [print name here:] Jurgen Buchenau
		11/30/15	Approved	COLLEGE CURRICULUM COMMITTEE CHAIR [print name here:] Janet E Levy
			Approved	COLLEGE FACULTY CHAIR (if applicable) [print name here:] Elizabeth Stearns
			Approved	COLLEGE DEAN [print name here:] Shawn Long
			Approved	GENERAL EDUCATION (if applicable; for General Education courses) [print name here:]
			Approved	HONORS COLLEGE (if applicable; for Honors courses & programs) [print name here:]
			Approved	UNDERGRADUATE COURSE & CURRICULUM COMMITTEE CHAIR (for undergraduate content)
12/7/15	1/5/16	1/30/16	Approved	GRADUATE COUNCIL CHAIR (for graduate content) Dennis Livesay
				FACULTY GOVERNANCE ASSISTANT (Faculty Council approval on Consent Calendar)

HIST 11-18-15

FACULTY EXECUTIVE COMMITTEE

(if decision is appealed)



UNC CHARLOTTE

**LONG FORM
COURSE AND CURRICULUM PROPOSAL**

*To: Dr. Dennis Livesay, Chair of Graduate Council

From: Aaron Shapiro, Director of Public History, Department of History

Date: 18 Nov. 2015

Re: Establishment of a new course HIST 6300 Topics in Public History to distinguish between HIST 6000: Topics in History

Please find the attached proposal to establish one new history course, HIST 6300: Topics in Public History

University of North Carolina at Charlotte

New Graduate

Course and Curriculum Proposal from: Department of History

Title: Establishment of New Course HIST 6300: Topics in Public History

I. CONTENT OF PROPOSAL

A. PROPOSAL SUMMARY.

1. The Department of History proposes to create a new graduate-level history course HIST 6300-Topics in Public History. This elective course is intended primarily for MA students in public history. Currently, students fulfill this elective by completing a public history elective listed under HIST 6000-Topics in History.

B. JUSTIFICATION.

1. Identify the need addressed by the proposal and explain how the proposed action meets the need.

This proposal merely aims to distinguish existing public history topics courses from existing history topics course for purposes of tracking students who choose to concentrate in public history. Beyond the renumbering for tracking purposes, no additional changes are proposed. The same public history topics courses that have been offered will merely be offered with a new number.

2. Discuss prerequisites/corequisites for course(s) including class-standing, admission to the major, GPA, or other factors that would affect a student's ability to register.

There are no prerequisites for HIST 6300 beyond graduate student standing and permission from the department to enroll.

3. Demonstrate that course numbering is consistent with the level of academic advancement of students for whom it is intended.

UNC Charlotte course numbering guidelines have been followed for the proposed new course number HIST 6300, which positions the course as a graduate course for MA students.

4. In general, how will this proposal improve the scope, quality and/or efficiency of programs and/or instruction?

This course will allow the Director of Public History to more effectively track and advise students through the program and make clear to students that the topics course is connected to public history

5. If course(s) has been offered previously under special topics numbers, give details of experience including number of times taught and enrollment figures.

The courses that have been taught under the HIST 6000 numbering—typically one annually--have ranged in enrollment from 6-18.

C. IMPACT.

1. What group(s) of students will be served by this proposal? (Undergraduate and/or graduate; majors and/or non-majors, others? Explain). Describe how you determine which students will be served.

This elective course will primarily serve MA History students concentrating in public history. Additionally, students in anthropology, education, and liberal studies have typically also enrolled in this course when it has been listed as HIST 6000.

2. What effect will this proposal have on existing courses and curricula?

a. When and how often will added course(s) be taught?

The elective course will be taught on demand, but we expect there will be sufficient demand for it to be offered once every other year.

b. How will the content and/or frequency of offering of other courses be affected?

As this merely renumbers an existing course, other courses will not be affected.

c. What is the anticipated enrollment in course(s) added (for credit and auditors)?

As this merely renumbers an existing course, we expect enrollment to reflect historical trends, between 6-18 students depending on offering.

d. How will enrollment in other courses be affected? How did you determine this?

As this merely renumbers an existing course, enrollment will not be affected.

- e. Identify other areas of catalog copy that would be affected, including within other departments and colleges (e.g., curriculum outlines, requirements for the degree, prerequisites, articulation agreements, etc.)

The course is to be used as an elective course for MA students with a concentration in public history so it should be added as an elective option in our graduate catalog. The specific changes needed in our graduate catalog can be found in the appropriate section below. Other areas of the graduate catalog will not be affected.

III. RESOURCES REQUIRED TO SUPPORT PROPOSAL.

A. PERSONNEL

No new faculty are required to teach this course as topics are offered by Program Director Aaron Shapiro and former program directors Karen Cox and Karen Flint.

B. PHYSICAL FACILITY.

No additional facilities required

C. EQUIPMENT AND SUPPLIES:

No additional equipment and supplies required

D. COMPUTER.

No additional computer resources required

E. AUDIO-VISUAL.

No additional audio and visual resources required

F. OTHER RESOURCES.

Not applicable

G. SOURCE OF FUNDING.

Not applicable

IV. CONSULTATION WITH THE LIBRARY AND OTHER DEPARTMENTS OR UNITS

A. LIBRARY CONSULTATION.

The Department of History consulted with Amanda Binder at the J. Murrey Atkins Library and was ensured that present library holdings are adequate to support the proposed course. A copy of Consultation of Library Holdings can be found in Attachment II.

B. CONSULTATION WITH OTHER DEPARTMENTS OR UNITS.

The proposed course primarily impacts only the History Department, although students from other departments may choose to take the course as an elective as they have in the past. Additionally, it does not overlap with courses offered by other departments. As such, no consultation with other departments is necessary.

C. HONORS COUNCIL CONSULTATION.

The proposal does not involve Honors programs or Honors courses. As such, no consultation with the Honors Council is necessary.

V. INITIATION, ATTACHMENTS AND CONSIDERATION OF THE PROPOSAL

A. ORIGINATING UNIT.

Discussion regarding the renumbering of the course resulted from a meeting Jurgen Buchenau (chair), Christine Haynes (Director of Graduate Studies) and Aaron Shapiro (Director of Public History) had with Katherine Hall-Hertel in the Graduate School regarding participating in a pilot of the DegreeWorks software. As a result, we realized the need to distinguish public history topics courses from history topics courses in the catalog for tracking purposes. The History Department Graduate Committee, which includes Haynes and Shapiro along with Drs. Sonya Ramsey, David Goldfield and Carmen Soliz, support the renumbering,

B. CREDIT HOUR. (Mandatory if new and/or revised course in proposal)
Review statement and check box once completed:

X The appropriate faculty committee has reviewed the course outline/syllabus and has determined that the assignments are sufficient to meet the University definition of a credit hour.

C. ATTACHMENTS.

1. CONSULTATION: Attach relevant documentation of consultations with other units.

A copy of Consultation on Library Holdings can be found in Attachment II

2. COURSE OUTLINE/SYLLABUS:

A typical course outline/syllabus for the proposed course can be found in Attachment I.

3. PROPOSED CATALOG COPY:

For existing courses copy and paste the current catalog copy and use the Microsoft Word “track changes” feature (or use red text with “striketrough” formatting for text to be deleted, and adding blue text with “underline” formatting for text to be added). For new courses, draft comprehensive catalog copy. Attach separate page if needed.

History

- **M.A. in History**

Department of History

history.uncc.edu

publichistory.uncc.edu

Graduate Program Director

Dr. Christine Haynes

Public History Director

Dr. Aaron Shapiro

Graduate Faculty

Dr. Benny Andres, Associate Professor

Dr. Jurgen Buchenau, Professor and Chair

Dr. Christopher Cameron, Assistant Professor

Dr. Karen Cox, Professor

Dr. Daniel Dupre, Associate Professor

Dr. Erika Edwards, Assistant Professor

Dr. Maren Ehlers, Assistant Professor

Dr. Karen Flint, Associate Professor

Dr. David Goldfield, Robert Lee Bailey Professor

Dr. Christine Haynes, Associate Professor

Dr. Cheryl Hicks, Associate Professor

Dr. James Hogue, Associate Professor

Dr. David Johnson, Assistant Professor

Dr. Jill Massino, Assistant Professor

Dr. Gregory Mixon, Associate Professor

Dr. Heather Perry, Associate Professor

Dr. Amanda Pipkin, Associate Professor

Dr. Ritika Prasad, Assistant Professor

Dr. Sonya Ramsey, Associate Professor

Dr. Steven Sabol, Associate Professor

Dr. Aaron Shapiro, Associate Professor

Dr. John Smail, Professor and Dean of University College

Dr. John David Smith, Charles H. Stone Distinguished Professor

Dr. Carmen Soliz, Assistant Professor

Dr. Peter Thorsheim, Associate Professor
 Dr. Mark Wilson, Associate Professor

MASTER OF ARTS IN HISTORY

The Master of Arts in History program at UNC Charlotte is designed to give motivated students an opportunity to pursue advanced studies in close collaboration with accomplished scholars. The program emphasizes the development of methodological, literary, and conceptual skills that graduates can employ as students in a doctoral program, as professionally oriented history teachers in secondary schools, as staff at museums or historic sites, or as citizens more acutely aware of the historical evolution of their society. Offering both day and evening courses, the Department of History attracts a diverse group of traditional and non-traditional students. Candidates may pursue the M.A. in History on either a full-time or part-time basis.

The Department offers courses in United States, European, and Latin American history, with particular expertise in the following areas:

- African-American and Black Women's History
- American South, Old and New
- Colonial and Modern Latin America
- Comparative Slavery, Race and Race Relations, and the African Diaspora
- Early Modern and Modern Europe
- Environment, Labor and Business, Science, Medicine, and Technology
- Military, War, and International Relations
- Nationalism and Colonialism in World History
- Urban History, Immigration, and Ethnicity
- Women's History, Gender and the Body

The Department also offers a concentration in the field of Public History. The program emphasizes museum studies, historic preservation, and the creation of new media projects such as websites, digital collections, and documentaries.

Admission Requirements

In addition to the general requirements for admission to the Graduate School, the following are ordinarily required for admission to the M.A. in History program:

- A minimum undergraduate GPA of 3.0 in History or a related discipline
- Acceptable performance on the verbal and math portions of the GRE
- A personal statement outlining the candidate's background, interest, and goals in History
- Three letters of recommendation from former instructors and/or employers
- A writing sample of at least 6-8 pages

Degree Requirements

The Master of Arts degree in History requires completion, with a GPA of 3.0 or above, of at least 30 hours in approved graduate courses. These courses must include at least 24 credit hours in

History, of which at least 15 hours are in seminars or colloquia open only to graduate students, and no more than 6 hours in individually designed readings or research courses. Students taking the comprehensive examination may take 3 hours of exam preparation and students completing a thesis may take 6 hours of thesis preparation toward their 30 hours.

Students who pursue the concentration in Public History must complete 30 hours of required and elective coursework, 3 hours for an internship in some area of Public History, and 3 hours of thesis work, for a total of 36 hours.

Students must complete all degree requirements, including the comprehensive examination or thesis defense, within six calendar years of first enrollment in the program.

All students in the program are expected to maintain an overall B (3.0) average. Students who do not meet this expectation will be subject to suspension on recommendation of the Graduate Committee of the Department of History.

Core Courses

Required courses for the M.A. in History are as follows:

- 3 different HIST colloquia (choose from HIST 6001, 6002, 6101, 6102, 6201, 6202)
- HIST 6693 History and Methodology (to be taken in the Spring, after completion of at least six credit hours)
- HIST 6694 Seminar in Historical Writing (to be taken in the Fall of the second year, after completion of HIST 6693)
- HIST 6698 (Comprehensive Exam, 3 hours) or HIST 6999 (Thesis, 6 hours)

Candidates pursuing the concentration in Public History must complete *only 2 different HIST colloquia*. In addition, however, they also must complete the following core courses:

HIST 6310 Museum Studies
 HIST 6320 Historic Preservation
 HIST 6330 History in the Digital Age
HIST 6300 Topics in Public History
 HIST 6400 Internship
 HIST 6999 Thesis (3 hours)

Consult the department website at history.uncc.edu for a more detailed description of program requirements and suggested courses of study.

Electives

Among courses in History, the following qualify as electives: HIST 5000, HIST 5001, HIST 5002, HIST 6000, HIST 6300, HIST 6694, HIST 6901, HIST 6997. In addition, all other History courses at the 6000 level may count as an elective, including the colloquia, if they take additional credit hours beyond the already completed requirements. For example, if a student takes four colloquia, the fourth counts as an elective.

Students may also elect to take up to 6 or 9 hours of graduate-level coursework in disciplines other than History, depending on whether they pursue the thesis or comprehensive exam, respectively. Candidates seeking graduate-level teacher certification may use the elective option to take courses in professional education selected in consultation with the College of Education. If a student needs more than that number of elective hours to satisfy certification requirements, those hours will be added to the total required for the M.A. in History.

Assistantships

The Department of History currently supports eight students with teaching assistantships, two students with editorial assistantships, and occasionally provides support for other students via administrative assistantships. Assistantships are currently funded at \$9,000 per academic year. From time to time, the department also provides students with other employment opportunities.

See the section Financial Assistance below for additional information on resources available to graduate students in the Department of History.

Internships

Internships are available to all students and required for those in the Public History program. Some are available within the department; others with a variety of local historical museums and sites.

Advising

Students may not register for graduate-level courses without the permission of the Department of History. Consequently, students must be advised by the Director of Graduate Studies, either in person or by phone or email, prior to registering for courses each semester, as well as prior to filing their admission to candidacy form and application for degree.

Transfer Credit

No more than six transferred hours may be approved for application to the requirements for the degree.

Language Requirement

Although students are not required to demonstrate proficiency in a foreign language, they are expected to be able to use whatever languages they need to pursue their research interests.

Thesis/Comprehensive Examination

After completing the required courses, students must either prepare a Master's thesis based on original primary research or take three comprehensive written examinations based on reading lists compiled in consultation with faculty members. Students intending to write theses must first write and then defend a thesis proposal. M.A. candidates completing either the thesis or exam must then pass an oral defense of their written work.

An Examining Committee, consisting of two graduate faculty members from the Department of History and a third member selected from History or another department, oversees the student's thesis work or conducts the comprehensive written and oral examinations.

Financial Aid/Financial Assistance

Students may obtain limited financial support from paid internships, summer or adjunct teaching in the department, archival work in the library's Special Collections, and teaching opportunities at local community colleges. Students doing thesis research or presenting papers at professional conferences may receive modest travel grants from the department or from the Graduate and Professional Student Government.

Information on non-departmental forms of financial assistance is available from the Office of Student Financial Aid.

COURSES IN HISTORY (HIST)

HIST 5000. Problems in American History. (3) Prerequisite: HIST 2600 or permission of the department. A readings course designed around a problem in American history, requiring reading, discussion, reports and a major paper. *May be repeated for credit with change of topic.*

HIST 5001. Problems in European History. (3) Prerequisites: HIST 2600 or permission of the department. A readings course designed around a problem in European history, requiring reading, discussion, reports and a major paper. *May be repeated for credit with change of topic.*

HIST 5002. Problems in Non-Western History. (3) Prerequisite: HIST 2600 or permission of the department. A readings course designed around a problem in non-Western history, requiring reading, discussion, reports and a major paper. *May be repeated for credit with change of topic.*

HIST 6000. Topics in History. (3) Prerequisite: Permission of the department. Intensive treatment of a period or broader survey of a topic, depending on student needs and staff resources. *May be repeated for credit with change of topic.*

HIST 6001. Colloquium in United States History Before 1865. (3) Prerequisite: Permission of the department. A reading colloquium focused on the major events and historiographical approaches in U.S. history to the Civil War.

HIST 6002. Colloquium in United States History Since 1865. (3) Prerequisite: Permission of the department. A reading colloquium focused on the major events and historiographical approaches in U.S. history since the Civil War.

HIST 6101. Colloquium in 19th-Century European History. (3) Prerequisite: Permission of the department. A reading colloquium focused on the major events and historiographical approaches in European history during the long 19th Century (1789-1914).

HIST 6102. Colloquium in 20th-Century European History. (3) Prerequisite: Permission of the department. A reading colloquium focused on the major events and historiographical approaches in European history from World War I to the late 20th Century.

HIST 6201. Colloquium in Colonial Latin American History. (3) Cross-listed as LTAM 6251. Prerequisite: Permission of the department. A topical colloquium devoted to selected

themes in colonial Latin American history. Provides an introduction to research methods, documentary sources, and the critical analysis of historical literature. Topics will change. *May be repeated for credit.*

HIST 6202. Colloquium in Modern Latin American History. (3) Cross-listed as LTAM 6252. Prerequisite: Permission of the department. A topical colloquium devoted to selected themes in modern Latin American history. Provides an introduction to research methods, documentary sources, and the critical analysis of historical literature. Topics will change. *May be repeated for credit.*

HIST 6300. Topics in Public History. (3) Prerequisite: Permission of the department. Intensive treatment of a field of public history, depending on student needs and staff resources. *May be repeated for credit with change of topic.*

HIST 6310. Museum Studies. (3) Prerequisite: Permission of the department. Introduces students to the management, curatorial, public relations, and fundraising aspects of historical museums and related historical sites. These skills are acquired through readings, term projects, and a “hands-on” experience at local museums and historical sites.

HIST 6320. Historic Preservation. (3) Prerequisite: Permission of the department. An introduction to the theory and practice of identifying, preserving and restoring buildings, sites, structures and objects in the historic built environment of the United States.

HIST 6330. History in the Digital Age. (3) Prerequisite: Permission of the department. Analyzes the impact of new media technology on the discipline of history as well as the ways in which new media enhances the discipline by making history accessible to a much broader audience. Involves a new media project that will require students to learn to work as a team, important to their preparation for careers in public history settings. Coursework includes common readings of texts and encounters with online studies, with emphasis on the media projects.

HIST 6400. Internship. (3) Prerequisite: Permission of the Director of Public History and faculty advisor. Completion of 145 hours of work as an intern, plus a journal and reflection paper.

HIST 6693. Historiography and Methodology. (3) Prerequisite: Six hours of graduate study in History and permission of the department. A study of historians and their philosophical and methodological approaches. Required of all M.A. candidates.

HIST 6694. Seminar in Historical Writing. (3) Prerequisites: HIST 6693 and permission of department. Seminar on the process of writing a history thesis, including evidence, argument, narrative, and organization. In this seminar, students write a thesis chapter or research paper. Required of all M.A. candidates.

HIST 6894. Readings in History. (3) Prerequisites: prior written permission of instructor and director of graduate studies. Coverage of historical periods or topics through individually

designed reading programs; scheduled conference with a staff member. *May be repeated for credit.*

HIST 6901. Directed Readings/Research. (3) Prerequisites: prior written permission of instructor and director of graduate studies. Graduate students will meet individually or in small groups with the instructor and will be assigned readings and/or research on a theme that relates to the lectures of an undergraduate course. Attendance at the lectures is a course requirement. *May be repeated for credit.*

HIST 6997. Directed Research. (3) Prerequisites: prior written permission of instructor and director of graduate studies. Investigation of a historical problem culminating in a research paper. *May be repeated for credit.*

HIST 6998. Exam Preparation. (3) Prerequisite: permission of department. Preparation for comprehensive exams in three fields of historical study.

HIST 6999. Thesis. (3, 6) Appropriate research and written exposition of research is required. May be repeated by permission, if taken for three hours credit. Six hours of Thesis may be taken during a single semester.

STUDENT LEARNING OUTCOMES (GRADUATE): Does this course or curricular change require a change in SLOs or assessment for the degree program?

- Yes. If yes, please provide updated SLOs in template format.
 No.

- a. For a new course or revisions to an existing course, check all the statements that apply:
- This course will be cross listed with another course.
 - There are prerequisites for this course.
 - There are corequisites for this course.
 - This course is repeatable for credit.
 - This course will increase/decrease the number of credits hours currently offered by its program.
 - This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.
- For all items checked above, applicable statements and content must be reflected in the proposed catalog copy.

- b. If overall proposal is for a new degree program that requires approval from General Administration, please contact the facultygovernance@uncc.edu for consultation on catalog copy.

4. **ACADEMIC PLAN OF STUDY (UNDERGRADUATE ONLY):** Does the proposed change impact an existing Academic Plan of Study?

- Yes. If yes, please provide updated Academic Plan of Study in template format.
- No.

5. STUDENT LEARNING OUTCOMES (UNDERGRADUATE & GRADUATE): Does this course or curricular change require a change in Student Learning Outcomes (SLOs) or assessment for the degree program?

- Yes. If yes, please provide updated SLOs in template format.
- X No.

6. TEXTBOOK COSTS: It is the policy of the Board of Governors to reduce textbook costs for students whenever possible. Have electronic textbooks, textbook rentals, or the buyback program been considered and adopted?

- X Yes. Briefly explain below.
- No. Briefly explain below.

The university library has supported the acquisition of material for the public history program and its growing e-book subscriptions have provided free access to electronic books relevant for the course.

IMPORTANT NOTE: A Microsoft Word version of the final course and curriculum proposal should be sent to facultygovernance@uncc.edu upon approval by the Undergraduate Course and Curriculum Committee and/or Graduate Council chair.

ATTACHMENT I

History 6300 Topics in Public History: Heritage Tourism

Professor Karen L. Cox

Spring 2015 on Tuesdays, 6:30 to 9:15

Office: 121A Garinger Hall

Office hours: Tuesdays, 5-6 pm; Wednesdays, 1-2pm and by appointment.

Email: kcox@uncc.edu Phone: 704. 687. 5135

CATALOG DESCRIPTION

HIST 6300. Topics in Public History. (3) Prerequisite: Permission of the department. Intensive treatment of a field of public history, depending on student needs and staff resources. *May be repeated for credit with change of topic.*

COURSE DESCRIPTION

Through readings and field trips, this course helps students explore historic sites both independently and as part of a broader heritage tourism industry associated with a particular place or subject matter. In this class, we will explore historic sites as both destinations and commodities, as well as places where history meets memory. As a result, we will take up questions related to the politics of memory and ideas of authenticity. Given our university's location, the course will focus on heritage tourism in our region and approximately midway through the semester, there will be a field trip to Charleston, SC (financial assistance will be offered). Students will maintain a blog and produce a final project related to the course theme.

Prerequisites: Permission of the Department

Course Objectives:

Upon completing the course, each **student** will have:

- 1) Explored the foundations and theories of heritage tourism;
- 2) Gained exposure to the diverse range of practice, debate, and activities in the field of heritage tourism;
- 3) An understanding of social and ethical issues relating to heritage tourism;
- 4) An understanding of how heritage tourism works at the local, state, regional and national levels and the role of public and private entities;
- 5) An awareness of the current and common social, political, and economic issues affecting heritage tourism in the public realm;
- 6) Developed research and analytical skills in heritage tourism and general analytical, writing, and verbal skills;
- 7) Learned a range of skills used in historic sites research;
- 8) Explored different approaches to research, methods of collecting data, and techniques of analysis.

Instructional Method:

This is a discussion-based course and, as noted below, all students are expected to come to class having completed all assigned readings and prepared to engage in discussion with colleagues and the instructor.

Means of Evaluation:***ASSIGNMENTS***

<i>Facilitated Discussion of Readings</i>	10%
<i>Participatory Discussion of Readings</i>	20%
<i>Short Analysis of heritage site</i>	15%
<i>Blog (at least 6 entries 300-400 words)</i>	20%
<i>Term Project on heritage site</i>	35%

FACILITATED DISCUSSION (10%)

All students in the class must facilitate a discussion of the readings for one week. As part of that process, you will write a 500-word examination of the readings for the week you are scheduled to be facilitator. Your grade will be based on a combination of the written analysis and the facilitation. You are encouraged to incorporate additional readings not on the syllabus that you consider important to the topic under discussion. Guidelines provided on Moodle.

PARTICIPATORY DISCUSSION (20%)

As with any graduate-level course, participation in the discussion of the readings is required. It isn't enough to simply talk about the topic; you should actively participate based on your examination of the weekly reading. In addition, as part of your participation grade, each student will report on a current news in heritage tourism (one or two students per week). There'll be a sign up for that on the first day.

SHORT ANALYSIS OF A HERITAGE SITE (15%)

You are to write a short analysis (3-4 double-spaced pages) of a historic site regarded as a heritage tourism site. In preparation for writing your analysis, you should visit the site and any of its exhibits, collect brochures and other print material, examine the site's website (if one exists and if it doesn't that should be part of your analysis), and conduct informal interviews with site staff. Your analysis should seek answers to the following questions: what/whose heritage is being presented? How is it presented? Does the site purport to be "authentic?" What kind of tourist would be interested in this site and why? Your analysis is not limited to these questions and should even engage class readings.

BLOG (20%)

Every student in the class will be required to maintain a blog during the course of the semester. Students may blog using the university's WordPress platform (free to all students). These will be made available within the first two weeks of class. You are encouraged to create a site that visually represents your ideas of "heritage tourism," through header images, style, font, etc.

For this class, you will choose (or be assigned) a STATE (as in one of the United). Your blog posts will examine heritage tourism in that state. Examples of topics you blog about can include (but is not limited to): local heritage sites, chamber of commerce promotional materials, news stories, state funding, state or local revenues brought by a particular site, etc. You must write at least 6 blog posts of at least 300-400 words, which should be illustrated with photos or scans of brochures or any other type of illustrations. You should also tag your blogs and incorporate links to other websites as appropriate. Of course, you may want to blog more than this, and that is

fine, since it may help you think through ideas of heritage tourism. You can also blog about the readings and, in fact, must do so for Jan. 27th.

TERM PROJECT (35%)

You will select a site and examine it inside and out. Guidelines will be provided. This will be submitted to Turnitin and as a hard copy to Dr. Cox.

CLASS ETIQUETTE

Be on time. Respect whoever has the floor by not talking while s/he is talking. No cell phones or laptops or other distracting electronics (iPads, Kindles, etc.). It's a distraction to you, your classmates, and to your instructor and studies have proven that using them in class does not facilitate learning. So, bring your books and the articles to class with you. You'll thank me later.

ABSENCES

You are expected to attend class and since it only meets once a week (rather than two days per week), you are allowed no more than one absence. You will lose a half a letter grade for the course on the second absence, a full letter grade for the 3rd, two full letter grades for each absence thereafter.

BOOKS

Dean McCannell, *The Tourist: A New Theory of the Leisure Class*

James Sears, *Sacred Places: American Tourist Attractions in the Nineteenth Century*

Tracy Revels, *Sunshine Paradise: A History of Florida Tourism*

Karen L. Cox eds., *Destination Dixie: Tourism & Southern History*

Stephanie Yuhl, *A Golden Haze of Memory: The Making of Historic Charleston*

Additional articles assigned on Moodle. You are responsible for checking Moodle each week for those readings. Bring a copy to class.

COURSE SCHEDULE

January: The Tourist and Early Tourism

13 Introduction to the course, sign-up for blogs, leading discussion. A discussion of the brief readings posted to Moodle for this week about what we mean by "heritage tourism."

20 A discussion of Dean McCannell's *The Tourist: A New Theory of the Leisure Class*. By now your blogs should be active.

27 No class; however, you are to read and blog about the articles on Moodle related to tourism as a commodity/economics of tourism.

February: Landscapes of War and Race

3 A discussion of Sears, *Sacred Places*, ALL; and, Cox, *Destination Dixie*, Introduction and Part IV.

10 You are required to attend Dr. John David Smith's talk on "Lincoln & the U.S. Colored Troops" at UNCC's Center City Campus. Details provided. It's free and there's free food and drink. Also, it's required.

17 A discussion of Cox, *Destination Dixie*, Part III (War & Remembrance) and additional articles posted to Moodle.

24 A discussion of Cox, *Destination Dixie*, Part II (Race & Slavery) and additional articles posted to Moodle.

March: People and Places

3 A discussion of Cox, *Destination Dixie*, Part I and Tracey Revels, *Sunshine Paradise*.

10 SPRING BREAK

17 A discussion of Stephanie Yuhl, *A Golden Haze of Memory: The Making of Historic Charleston*, and Yuhl's article on the Charleston slave mart posted to Moodle.

Note: The class trip to Charleston can take place either March 20-22 or 27-29.

24 This week set aside for Charleston trip regardless of which weekend it is taken.

31 TBA

April: Heritage Tourism in the Broader U.S. and in a Global Context

7 Guest speaker: Dr. Aaron Shapiro (Readings announced on Moodle)

14 Reading/Discussion on Global Heritage Tourism (See articles on Moodle)

21 Individual Presentations on Course Projects

28 Individual Presentations on Course Projects

May 5 Final Paper Due in Dr. Cox's mailbox by 5pm. It must be signed and dated by a member of the office staff but not Allyson Miller, your classmate. You are also required to submit your final paper to Turnitin.



UNC CHARLOTTE
J. Murrey Atkins Library

Consultation on Library Holdings

To: Graduate Council
From: Amanda Binder, Library Liaison to the Department of History
Date: November 18, 2015
Subject: New Course: HIST 6300: Topics in Public History

Summary of Librarian's Evaluation of Holdings:

Evaluator: Amanda Binder Date: 11/18/2015

Please Check One:

- Holdings are superior
- Holdings are adequate
- Holdings are adequate only if Dept. purchases additional items.
- Holdings are inadequate

Comments:

The Library has sufficient resources to support the proposed HIST 6300 course. This course has previously been taught under History 6000-Topics in History so additional library resources are not required to support the proposed new course.

Amanda Binder
Evaluator's Signature

11-18-15
Date