New Course Request

Check Appropriate Boxes: Undergraduate credit ☒ Graduate credit ☐ Professional credit ☐

1. School/Division: School of Arts - Visual Arts
2. Academic Subject Code: FINA
3. Course Number: T390 (must be cleared with University Enrollment Services)
4. Instructor: Nilsen, M.
5. Course Title: Literary and Intellectual Traditions

Recommended Abbreviation (Optional): (Limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year): Spring 09
7. Credit Hours: Fixed at 3 or Variable from _______ to _______
8. Is this course to be graded S-F (only)? Yes ☒ No ☐
9. Is variable title approval being requested? Yes ☒ No ☐
10. Course description (not to exceed 50 words) for Bulletin publication:
    Interdisciplinary exploration of a humanistic tradition regarding one of the following themes: ideas of self, truth, beauty, community, nature, or conflict. Writing intensive, discussion-focused. Attention to primary texts and research materials.

11. Lecture Contact Hours: Fixed at 2.5/week or Variable from _______ to _______
12. Non-Lecture Contact Hours: Fixed at 0 or Variable from _______ to _______
13. Estimated enrollment: 30 of which 0 percent are expected to be graduate students.
14. Frequency of scheduling: Every year
15. Will this course be required for majors? Yes ☒
16. Justification for new course: 300-level Gen Ed. Core course in T category
17. Are the necessary reading materials currently available in the appropriate library? Yes ☒
18. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.
19. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.
20. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by: Tchihelin Nilsen Date 10/15/08

Department Chairman/Division Director

Approved by: Mans Ucht Date 10/27/08

Dean

Date  ________
Dean of Graduate School (when required)

Date  ________
Chancellor/Vice-President

Date  ________
University Enrollment Services

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.
FINA-T390 – Literary and Intellectual Traditions: The Architecture of Everyday Places

W 4:00-6:30 PM
Professor Nilsen
Office: AA 107
Phone: 574-520-4277
E-mail: mnilsen@iusb.edu
Office hours: Wednesdays 2-4, Thursdays 11:30-1:00, or by appointment.

Course Description. This introduction to vernacular architecture will investigate structures of the South/Bend Mishawaka area as individual units and as part of an urban/suburban landscape. Students will develop familiarity with the prevalent local housing types and investigate the reasons for their selection and survival. Selected readings will introduce students to the literature of the interdisciplinary discipline of vernacular studies and investigation of specific structures will develop their familiarity with field and documentation techniques.

Objectives: Students will
- Learn to identify local vernacular housing types,
- Learn historical and cultural geography of the local community,
- Become familiar with a selection of the seminal texts in vernacular architecture studies,
- Learn to research the history and documentation of specific structures,
- Learn and apply the traditional building documentations techniques (as used for historic designation or documentation of field research),
- Conduct a comprehensive documentation of one vernacular structure, submit records according to specific guidelines, and present the result of the research to the class,
- Develop a basic understanding of GIS documentation and its applicability to vernacular study,
- Develop an understanding and appreciation of the vernacular fabric of a community's built environment.

Attendance is required. Class attendance will be taken in class, recorded and graded. Please sign the attendance sheet legibly.
In addition to class lectures, there will be required walking assignments. Students unable to attend will be expected to do a self-guided field visit at their convenience and write a report.
Students will also be required to conduct field work for their semester documentation project.

Cell Phones are to be turned off during class (If this constitutes an occasional hardship, please speak to the instructor before the start of class). Use of a cell phone during examinations results in a failing grade for the exam.

Grades will be based on:
Map assignments 10%
Mid-term examination 15%
Walking Tour 5%
Group Project 10%
Structure documentation project 25%
Discussions & reading responses 10%
Final exam 15%
Attendance and participation 10%
Total 100%

Readings:

Additional readings will be placed on OnCourse – see schedule.

Academic Integrity:
In your written and oral work, everything that is not strictly common knowledge must be credited to its original author. You may elect the style you use (Chicago/Turabian, MLA, APA, etc.), but you must remain consistent and use the selected style correctly. Endnotes or footnotes are both acceptable but only one form must be used in each project. If you do not have a preferred style, Chicago/Turabian is recommended for art history. Violations of the code of academic integrity will be referred to the appropriate academic authorities for due process. No exceptions. Write in your own words, don't copy and paste from the web, this results in uneven language, which is detectable.

Disability
Any student who feels that an accommodation may be needed based on the impact of a disability should contact Disabled Student Services at 520-4135 in office 148 of the Administration Building. Staff will work to coordinate reasonable accommodations for students with documented disabilities.

Lectures and Reading Assignments

Course Schedule

Tuesdays: lectures
Thursdays: reading discussions (reading responses due in class each week)

Week 1 - What is Vernacular Architecture?
   Campus map assignment.
   Start paper clippings collection.
Week 2 – Building Materials and Technologies
   Regional Map Assignment.

Week 3 - House Types
   Schedule Walking Tours. Focus on one specific Historic District.

Week 4 – Geographical distribution and diffusion of building types and techniques
   Selection of Research topic: a domestic structure to be researched in local records and documented. —Selection due by second week in October.

Week 5 – What is a building landscape?

Week 6 – The urban domestic landscape.

Week 7 - Regional and local characteristics of the Indiana domestic built environment.

Week 8 – Building adaptations and building cycles.

Week 9 – Domestic architecture and identity.

Week 10 – Mid-term and documentation techniques workshop.

Week 11- The suburban landscape.
   Schedule individual consultations about final project research
   Organize and share newspaper clippings

Week 12 – The lawn and the garden: mowing, maintenance, morality and politics.
   Preliminary progress reports to class.

Week 13 – The vernacular outside of the domestic realm: commercial and public structures.
   Start class presentation.

Week 14- Class presentations.

Week 15- Final exam

Readings:

A selection of 15-30 pages related to the lecture topic will be assigned weekly from the textbooks and the following bibliography:


Carter, Thomas, and Elizabeth Collins Cromley. *Invitation to Vernacular Architecture.*


Proposal for *Literary and Intellectual Traditions*
*A Common Core Course* of the IUSB General Education Curriculum

NAME: Nilsen, Micheline C.
Last First Initial School of the Arts / Visual Arts Department / Division

Course title: FINA-T390 - *Literary and Intellectual Tradition: The Architecture of Everyday Places* or *Vernacular Architecture*

First Semester to be offered: Spring 2009 How frequently? Every other year

Instructions: Enter the proposed thematic subtitle above. Attach a course description and syllabus. The syllabus will provide primary data regarding the suitability of the course as a version of A, A&C. Although the daily schedule of activities may not be essential to this review, an account of reading and writing assignments and other major assignments is necessary. The A, A&C Committee will approve the course as submitted or respond with suggestions for clarification.

*Keeping in mind the requirement that Literary and Intellectual Traditions courses be writing intensive and discussion-based, briefly discuss ways in which the course meets the specific expectations listed below. Details of these expectations can be found at [http://www.iusb.edu/~gened/GenEd_RepRec.pdf](http://www.iusb.edu/~gened/GenEd_RepRec.pdf)*

1. What distinguishes T190/T390 from other courses is that it coheres around a central theme characteristic of the humanistic disciplines. Unlike survey courses, a Literary and Intellectual Traditions course should organize its content in terms of an ongoing thematic discussion. It examines the theme in its larger context through various disciplinary lenses, either historically or synchronically. Discuss how your course is organized around a central theme within a literary and/or intellectual tradition. How will course assignments engaging this theme help students to reflect upon several distinctive concerns of the humanistic disciplines?

The central theme of this course is the vernacular landscape, using South Bend/Mishawaka as a field study area. Because of its sluggish economic conditions, this area has retained many structures which would have been eradicated by more prosperous development. There is thus a plethora of vernacular domestic and other structures to be investigated, documented and recorded close at hand. The regional characteristics of this heritage are distinctive and present an interesting focus of study. The field of vernacular studies draws from multiple disciplines such as anthropology, folklore, geography, architecture, architectural history, historic preservation, archaeology and popular culture.
Visual literacy is the fundamental literacy which will be most developed in this course:
-the map exercises of the first two weeks will have the students demonstrate that they have rudimentary map-making skills, and understand the concept of representing space on a two-dimensional surface at a consistent scale.
-students will learn to distinguish between different vernacular housing types which will require visual acumen and the development of a visual and verbal vocabulary of architectural technology,
-students will need to read maps and plans,
-the documentation process includes photographs (taken at specific angles, according to precise specifications), drawing two elevations of the structure and a plan of each level. All these activities require application of visual skills, control of hand-eye coordination, and the use of specific media (photography, drawing, graphing),
-students will also prepare class presentations which will require familiarity with PowerPoint and manipulation of digital images.

There will also be some writing in this class:
-students will do weekly reading responses due in class prior to discussion of the readings,
-the two exams will include some terminology definitions but will be primarily essay questions on the content of the readings,
-the documentation project will include a 500 word description of the structure, in addition to filling in the historic designation survey questionnaires.

5. The course must make use of primary sources, such as documents, texts, artifacts, images, photographs, etc. They were either created during the period under study or by someone who participated in the events of the time. Discuss how students will have a direct engagement with primary texts or sources (at least one in 100-level courses, two or more in 300-level courses). How will the course help students distinguish primary from secondary sources, promote understanding of their original context, and encourage critical readings or interpretations?

Students will consult building records, historic photographs and other local documentation sources on the built environment such as fire insurance maps and local history records. They will also work directly from the structures which they document, that is they will interact with the original artifact which is the basis of their study.
Anne,

The Senate General Education committee met yesterday morning. We reviewed Micheline Nilsen's proposal for a FINA T 390, The Architecture of Everyday Places or Vernacular Architecture. Micheline is in the process of creating a new course number (FINA T 390), so she attached the vernacular syllabus as a sample. Since this course petition will eventually get to your committee, we just wanted you to know that we approved it and that the new course request form that Micheline filled out was fine.

Isabel O'Connor
Senate General Education Committee Chair

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