Resolution # 01 2013-2014
College Senate

TO: Dr. John R. Halstead, College President
FROM: The College Senate: 10/07/2013
RE: I. Formal Resolution (Act of Determination)
   II. Recommendation (Urging the Fitness of)
   III. Other, For Your Information (Notice, Request, Report, etc.)

SUBJ: Adding Courses to Interdisciplinary Minor (01_13-14UC)

Signed: Dawn M. Jones
(Dawn Jones, 2013-14 College Senate President) Date: 10/21/13

Please fill out the bottom portion and follow the distribution instructions at the end of this page.

TO: Dawn Jones, College Senate President
FROM: John R. Halstead, College President
RE: I. Decision and Action Taken on Formal Resolution (circle choice)
   a. Accepted - Implementation Effective Date**: Spring 2014
   **Implementation of resolution requires final approval from SUNY- State Education Department. YES
   b. Deferred for discussion with the Faculty Senate on ____/____/____
   c. Unacceptable for the reasons contained in the attached explanation

II. III. Response to Recommendation or Other/FYI
   a. Received and acknowledged ____/____/____

Signed: ____________________________ Date: 10/21/13
(Dr. John R. Halstead, President, The College at Brockport)

DISTRIBUTION:
Upon approval, the College President will forward copies of resolutions to his staff who will, in turn, forward copies to their staff. The College Senate Office will post resolutions to the College Senate Web at http://www.brockport.edu/collegesenate/resolutions.
COLLEGE SENATE OFFICE
RESOLUTION PROPOSAL COVER PAGE
DEADLINE FOR SUBMISSIONS: FEBRUARY 28
Incomplete proposals will be returned and proposals received after the deadline may not be reviewed until next semester.

INSTRUCTIONS
• Use committee guidelines available at brockport.edu/collegesenate/proposal.html.
• Prepare ONE complete document in Word format: include this proposal cover page, proposal, attachments and support letters from your department chair and dean if applicable.
• Locate the Resolution # and date this proposal will replace at our “Approved Resolutions” page on our Web site.
• Email completed proposal to senate@brockport.edu. (General Education Proposals and questions go to dlamphron@brockport.edu in the Vice Provost’s Office first.)
• Make revisions on the paperwork emailed to you from the Senate office that shows the assigned routing number on top. Submit updated document to senate@brockport.edu.
• Questions? Call the Senate office at 395-2586 or the appropriate committee chairperson.

1. PROPOSAL TITLE: Please be somewhat descriptive, ie. Use a course number and/or title, indicate if for GED code, etc.
   Adding courses to Interdisciplinary Minor in Museum Studies and Public History Core offerings

2. BRIEF DESCRIPTION OF PROPOSAL:
   Add HST 413  Rochester Reform Trail to the core courses and  HST 371, 372  Career Exploration and HST 4xx Museum Internship (new course being registered)to the Internship requirement for the Interdisciplinary Minor in Museum Studies and Public History.

3. WILL ADDITIONAL RESOURCES AFFECTING BUDGET BE NEEDED? ___ x NO ___ YES
   EXPLAIN YES

4. DESCRIBE ANY DATA RELATED TO STUDENT LEARNING OUTCOMES ASSESSMENT USED AS PART OF THE RATIONALE FOR THE REQUESTED SENATE ACTION.

5. HOW WILL THIS AFFECT TRANSFER STUDENTS:

6. ANTICIPATED EFFECTIVE DATE: Spring 2014

7. SUBMISSION & REVISION DATES: PLEASE DATE ALL REVISED DOCUMENTS TO AVOID CONFUSION.

<table>
<thead>
<tr>
<th>First Submission</th>
<th>Updated on</th>
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<td>4/22/2013</td>
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8. SUBMITTED BY: (contact person)

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Phone</th>
<th>Email</th>
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</thead>
<tbody>
<tr>
<td>Morag Martin</td>
<td>History</td>
<td>5690</td>
<td><a href="mailto:mmartin@brockport.edu">mmartin@brockport.edu</a></td>
</tr>
</tbody>
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9. COMMITTEES: (Senate office use only)

<table>
<thead>
<tr>
<th>Standing Committee</th>
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<tbody>
<tr>
<td>_ Executive Committee</td>
<td>Standing Committee</td>
<td>8/26/2013</td>
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<tr>
<td>_ Enrollment Planning &amp; Policies</td>
<td>Executive Committee</td>
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<td>_ Faculty &amp; Professional Staff Policies</td>
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<td>_ General Education &amp; Curriculum Policies</td>
<td>Passed GED’s go to Vice Provost</td>
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<td>_ Graduate Curriculum &amp; Policies</td>
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<td>_ Student Policies</td>
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<td>_ Undergraduate Curriculum &amp; Policies</td>
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NOTES:
Rationale:
The Interdisciplinary Minor in Museum Studies and Public history would like to add a course to its core courses for greater choice and flexibility. HST 413, The Rochester Reform Trail course being developed by Dr. Joe Torre fulfills the criteria of introducing students to museum and public history institutions, concepts and practices.

We would also like to correct a mistake made in the original proposal that went against Senate rules that no BCE course be counted as part of a major or minor. The proposal as written and passed by the senate requires two internships, which due to centralization in career services, were to be done under BCE 348 Career Exploration. Instead, we would like to replace this course with codes available in History, HST 371 and HST 372 Career Exploration (so that students can take 6 credits total) and a new course HST 4xx Museum Internship (which is being registered as well) that is the same course that is currently being taught as ANT 462 Museum Internship. This is a service learning internship with course work being taught at the Emily Knapp Museum in Brockport. Having it as also a History course gives us more flexibility as to who can teach it.

Current Program:

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<td>CORE COURSES: at least 2</td>
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<td>ANT 463 Museology</td>
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<td>ART 470 Gallery Management</td>
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<td>HST 427 Material Culture</td>
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<td>HST 4xx Public History</td>
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<td>INTERNSHIPS: 2 (may take BCE 348 more than once)</td>
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<td>ANT 462 Museum Internship</td>
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<td>BCE 348 Career Exploration</td>
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<td>TOTAL</td>
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### Revised Program

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<td>INTERNSHIPS: 2 (six credit total)</td>
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<tr>
<td>ANT 462 Museum Internship</td>
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<tr>
<td>HST 4xx Museum Internship</td>
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<tr>
<td>HST 371 Career Exploration</td>
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<tr>
<td>HST 372 Career Exploration</td>
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Course Description

History 413/514, The Rochester Reform Trail:
The Power of Place in History and the Construction of Historical Narratives

Course Description: Examines the role of Rochester in the history of the American Reform Movement. Topics include women's rights, abolition, temperance, sabbatarianism, religious revivals, and political economy. Also analyzes how time and place affected the development of reform. Finally, the course examines how these historical narratives are constructed and reconstructed in physical and virtual museum spaces like the Susan B. Anthony House, the National Women's Hall of Fame, various Erie Canal museums, the proposed “Rochester Heritage Trail,” and others.

Course Objectives: The course has several objectives: first, to familiarize students with the history of the reform movement in Rochester, New York; second, to familiarize students with the importance of regional and temporal specificity in historical developments. The rise of reform in Rochester over the nineteenth century was not accidental and the context in which these developments took place is critical in understanding the role of place in the past. Finally, the course seeks to familiarize students with the process of constructing historical narratives using the tools familiar to PUBLIC historians. As such, we will examine virtual and physical museum exhibits on these topics and ascertain the goals, methods, strengths and limitations of PUBLIC history as it is practiced in these spaces.

SAMPLE TOPIC OUTLINE:
1) HISTORY AND THE CONSTRUCTION OF HISTORICAL NARRATIVES
2) HISTORICAL NARRATIVES FOR PUBLIC EDUCATION
3) THE EARLY SETTLEMENT AND INDUSTRIALIZATION OF ROCHESTER
4) THE POLITICAL ECONOMY OF REFORM
5) IMMIGRATION AND SETTLEMENT IN WESTERN NEW YORK THROUGH THE 19TH CENTURY
6) THE RISE OF REFORM IN ROCHESTER
7) TEMPERANCE, SABBATARIANISM AND OTHER “CANAL” REFORMS
8) HICKSITE QUAKERS
9) CHARLES FINNEY AND RELIGIOUS REVIVALS
10) SUSAN B. ANTHONY AND WOMEN’S RIGHTS
11) FREDERICK DOUGLASS AND THE NORTH STAR

METHODS OF ASSESSING STUDENT PERFORMANCE:
Students will write weekly synopses on the readings. As their major project, students will create a virtual or physical exhibit that both narrates and analyses a series of historical developments. An oral presentation for possible inclusion in Scholars’ Day will also be a component of student assessment. As a SWING course (graduates and undergraduates will take the course) there will be a different set of expectations for graduate students. These will include more synopses, a more extensive project, and more extensive leadership responsibilities in class. For example, graduate students will be expected to lead discussions from time to time. They might also undertake individual projects or research that they present to the class.
History 4xx/5xx Museum Internship
Course Outline

a. Objectives

Students will learn to

1) Show an understanding of museum theory, method and practice.
2) Use Past Perfect museum software to catalog objects.
3) Understand the processes of preserving historical memory and objects.
4) Understand the analytical components of the presentation of museum pieces.
5) Understand the ethical responsibilities and dilemmas associated with museum exhibitions.
6) Use industry-specific terminology in writing and oral reports.
7) Verbally express ideas clearly and concisely with supervisors, colleagues and the public.
8) Write a report on the artifacts they have studied at the museum.

b. Outline of Course

Students will conduct an internship at the Emily Knapp Museum in Brockport that will focus on a specific project developed in consultation with the museum board and the professor. They will also learn various tasks related to a general area of museum work, such as curation, management, display or administration.

Students will be expected to spend 40 hours directly working at the museum on their projects as well as 20 hours of class time for presentations and seminars/discussion groups and 20 hours of research (either at home or at the museum) and background reading.

Students will be expected to maintain a weekly journal, present an overview of their internship project to the class at midterm and conclusion of the course. Students will also be expected to write a paper related to their area of focus for their internship.

The class first 9 weeks the class will meet every week once a week for a classroom discussion of readings, organizing of projects, or presentation and once a week at the Emily Knapp museum for research work. By the end of the semester, the class will entirely be held at the Emily Knapp museum for research and cataloging work. Students have the opportunity to spend extra work hours at the museum outside of the class time to fulfill the internship work.

Weeks 1-3 Introduction to Museum Studies
Students read articles on museum studies, visit the museum, and are presented with possible research topics

Weeks 4-9 Internship Research and Class discussions
Students meet in class to discuss readings on museum work as well as learn research techniques. They will hear lectures on the history of the region and visiting speakers from the museums in the area. They will also meet every week in the Emily Knapp museum for research work, with professor supervision as well as on their own.

Weeks 10-14
Class solely meets at the Emily Knapp museum with supervision to continue work on cataloguing objects (learning to use Past Perfect software) and researching specific objects for their research projects. Students will also be using the library at this point in their research project.

Week 15
Students present their research orally to the class and the Emily Knapp museum board.

c. Method of Evaluation:

Students will keep a journal of their activities in the museum. They will write short article summaries of what we read. They will give two oral presentations and a written final research paper.

| Weekly learning journals | 20% |
| Article summaries 5 x 4% | 20% |
| Small project presentations 2 x 5% | 10% |
| Final Presentation | 20% |
| Research Project Paper | 30% |
| Total | 100% |

d. Material Required

Past Perfect Software and Instruction book (provided by the class)

Readings on Angel Including:

Geoffrey Lewis, The history of museums (Encyclopaedia Britannica)


Chapters 1 & 2 – Pages 13-31.


Carr, David. 2003. “Museums and Public Trust” The Promise of Cultural Institutions, (Walnut Creek, Alta Mira), pp.109-130


**Academic administration commentary**

a) Support from chairs of all departments participating: African American Studies, Anthropology, Art, Communication, History

See attached below

b) Letter of recommendation from Dean of School

See attached below
From: 'Ireland, Owen' <oireland@brockport.edu>
Subject: Morag-YES, I am OK with this. Steve RE: So sorry but - need another approval for Interdisciplinary Minor changes for senate
Date: 28 May 2013 10:16:45 AM EDT
To: "Martin, Morag" <mmartin@brockport.edu>

Owen S. Ireland, Distinguished Teaching Professor and Chair, History Department

From: Martin, Morag
Sent: Saturday, May 25, 2013 8:45 PM
To: Kurtz, J Roger; Brasted, Monica; Massey, Timothy; Ireland, Owen
Subject: So sorry but - need another approval for Interdisciplinary Minor changes for senate

Chairs of Art, Anthropology, African and African American Studies, Communication and History,

Unfortunately I need to revise the revisions to the senate and thus need your OK again (an email that says "I'm ok with these revisions is fine"). It turns out that the senate passed our original proposal even though it breaks a key senate rule (BCE internship courses cannot be used for a major or minor). So I am adding a no longer in use (but brought back to life) Career Experience course in the history department.

Attached is the revised senate proposal.

Thank you!
These revisions are acceptable to ANT and AAS.

--Roger

Dr. J. Roger Kurtz
Professor of English
Interim Chair, Department of African and African American Studies
Interim Chair, Department of Anthropology
The College at Brockport State
University of New York
Brockport NY 14420

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Attached is the revised senate proposal.

Thank you!
I support these revisions to the proposal for the interdisciplinary minor.

Monica Brasted, PhD
Associate Professor & Chair
Department of Communication
The College at Brockport, SUNY
223 Holmes Hall
Brockport, NY 14420
585-395-2157

Hi Martin,
I am fine with the change.
Thanks,
TM

The dean’s office of The School of The Arts, Humanities and Social Sciences approves these proposed revisions.

Virginia Bachelor
Associate Dean
The Arts, Humanities and Social Sciences