Program Proposal for a Minor
4 February 2021

1. Name of the proposed minor.
Minor in Preservation and Cultural Heritage

2. Name of the department(s) involved.
After discussion with the respective department chairs during the Fall of 2018 and Spring of 2019 about involvement of their faculty in the Preservation & Cultural Heritage program, the following departments, beyond the original four (indicated in italics) are now involved in the Minor: Architecture (ARCH), Community and Regional Planning (CRP), Interior Design (ID), Landscape Architecture (LA), Industrial Design (IND), Art & Visual Culture (AVC), Graphic Design (GD), History (HIST).

3. Name of contact person(s).
Mikesch Muecke (Preservation and Cultural Heritage Committee Coordinator, ARCH), mikesch@iastate.edu

4. General Description of the Minor
The Minor requires a minimum of 15 credit hours. As per ISU Minor policy, at least six (6) “credits need to be taken in courses numbered 300 or above,” and nine (9) “credits of the courses listed in the minor must not be used to meet any other department, college or university requirement except the credit requirement for graduation.”

Since the framework for historic preservation in the United States is national in scope, coursework for the Minor is commensurately broad and prepares students for careers in any region of the country. Courses will nevertheless highlight Iowa and the greater region and capitalize on the wide network of governmental, private sector, and non-profit partners already in place. Recognizing the need to produce globally literate students, projects are being offered throughout the United States, and at international locations.

Existing and proposed courses in historic preservation will address the following topics:
- historic preservation as an economic development and community revitalization tool
- preservation’s role in green design and urban sustainability
- rehabilitation and adaptive reuse of historic structures
- historic interiors
- cultural landscapes
- preservation planning
- heritage tourism
- preservation administration and law
- preservation history and theory
- vernacular architectural history
- cultural resources management
- international perspectives and design issues

In keeping with ISU’s science and technology emphasis, students will be introduced to cutting-edge methods and tools pertinent to the field of historic preservation.

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5. **Need for the Proposed Minor.**

After establishing the Graduate Certificate in Preservation and Cultural Heritage in 2017, we are now ready to expand the opportunity for undergraduate students to learn about preservation and cultural heritage.

This minor supports a growing field and employment market in the United States and Iowa. Historic preservation is an economic development tool that can be used to stimulate reinvestment, revitalization, and tourism in Iowa’s communities, and it encourages sustainability through the reuse of historic buildings and neighborhoods. These considerations figure prominently in the proposed minor.

The Bureau of Labor Statistics does not track historic preservation as a discrete occupation so demand for university graduates with skills in this area is difficult to gauge. However, reliable proxies for this information do exist. Cornell University’s [PreserveNet website](http://www.preserve.net) is the nation’s premier clearinghouse for preservation jobs. This site provides a sense of the number and breadth of jobs available at any given time and reflects the demand for employment in the field. The Iowa State Historic Preservation Office, Iowa Economic Development Authority, and statewide non-profit Preservation Iowa all indicate that the ‘greying’ of the preservation workforce and likely cohort-wide retirements in the near future suggest the development of a professional shortfall in the region that needs to be filled by trained preservationists. Similar trends are observable across the country. In addition, it is worth noting that mandatory compliance with Federal regulations (e.g. under Section 106 of the National Historic Preservation Act of 1966, as amended, and Section 4(f) the Department of Transportation Act of 1966) ensure a steady demand for professional historic preservation services.

In addition, this Minor supports college interests in student recruitment and retention, as design graduates seek to bolster their undergraduate studies with skills and credentials in specialty areas.

Given the increasing demand in practice and ongoing student interest in preservation, as evidenced by increasing enrollment in preservation courses in Architecture, Interior Design, and Landscape Architecture taught over the past twenty years, five multi-disciplinary faculty members in the College of Design developed ISU’s Preservation and Cultural Heritage Program by creating a Graduate Certificate in 2017. This proposed Minor includes interdisciplinary faculty representing all seven departments in the College of Design and the department of History.

6. **Objectives of the Proposed Minor including the student learning outcomes and how the learning outcomes will be assessed.**

The Minor provides students with knowledge, skills, and credentials that complement undergraduate degrees in a wide variety of majors, but especially Architecture, Interior Design, Community & Regional Planning, Landscape Architecture, and History. To these ends, the Minor has two major curricular objectives:

- Provide students with a holistic understanding of historic preservation that draws from the various departments involved, yet allows for the development of expertise within a student’s specific major.

Learning outcomes vary by course and are listed in the course descriptions in the Appendix A.

7. **Relationship of the minor to other programs at Iowa State University.**


8. **Relationship of the minor to the strategic plans of the university, of the college, and of the department(s) or program.**

This minor directly supports Goal 3 of ISU’s 2017-2022 Strategic Plan: “Improve the quality of life for all Iowans through services and programs dedicated to economic development and the promotion of healthy communities,
people, and environments.” Better understanding of the goals and outcomes of historic preservation among Iowa’s citizens and professionals will improve the quality of life in Iowa by helping it retain visible ties to the state’s long and remarkable history. In addition, preservation can provide a basis for economic development in many of Iowa’s communities, as demonstrated by the Iowa Economic Development Authority’s support of program development. Finally, the certificate aligns with Subgoal 3.1 of ISU’s 2017-2022 Strategic Plan: “Increase the number of Iowa public, private, and non-profit sectors that receive direct assistance or benefit from engaging with the university’s programs, services, and initiatives.” Students in the minor will participate in outreach projects in Iowa communities; and the minor will help increase the preservation skills of future professionals in design and allied professions throughout the state.

9. Comparison of the proposed minor with similar programs at other universities, including the Regent’s universities.

There are Master of Preservation programs in the Midwest, such as the University of Minnesota’s MS in Architectural Conservation and Preservation. However, there are no Master of Preservation programs in Iowa, and only three programs in the Midwest that offer a minor:

- Ball State University has a minor in historic preservation
- University of Arkansas has a minor in historic preservation
- St. Cloud State University in Minnesota has a heritage preservation minor

The National Council for Preservation Education maintains an online database of all preservation degree programs within North America. Offering a minor in Preservation and Cultural Heritage at ISU will make our graduates more competitive in the growing marketplace of historic preservation.

10. Program requirements and procedures (For Curriculum see Appendix B)

a. prerequisites for prospective students;
None

b. application and selection process;
Students will complete the Request for Minor Form and submit it to the Preservation and Cultural Heritage Program coordinator. The minor will be open to enrolled ISU students in good standing.

c. language requirements;
No second language is required for the minor.

d. courses and seminars presently available for credit toward the program (prerequisites, if any, are listed after the course title). For a detailed curriculum see Appendix B.
ARCH 221 History of Pre-Modern Architecture (no prerequisite required)
ARCH 322 History and Theory of Modern Architecture (prerequisite: sophomore classification)
ARCH 567 Preservation, Restoration, and Rehabilitation (prerequisite: senior classification)
ARCH 568 Historic Preservation (prerequisite: senior classification)
ARTID 355 History, Theory, and Criticism of Interior Design I (no prerequisite required)
ARTID 356 History, Theory, and Criticism of Interior Design (credit or enrollment in ARTID 355 or permission of instructor)
ARTID 493IT Historic Preservation Italy: International Perspectives and Design Issues (prerequisite: evidence of satisfactory experience in area of specialization)
ARTID 569D Historic Preservation of Interiors (graduate classification or permission of instructor)
CRP421 Financing Historic Preservation Projects and Revitalizing Communities (no prerequisite required)
CRP511 Documenting the Historic Built Environment (prerequisite: knowledge of GIS helpful but not required)
CRP521 Historic Preservation Planning: Theory and Practice (no prerequisite required)
DSN S 546 Historic Preservation Option Studio (prerequisite: graduate or senior standing in the College of Design and permission of instructor)

LA 371: History of Modern Landscapes, 1750 to the present (no prerequisite required)
LA 373: Gardens and Landscapes, Antiquity to 1750 (no prerequisite required)

11. General description of the resources currently available and future resource needs, in terms of:
   a. faculty members;
      Faculty in ARCH, ARTID, CRP, and LA have expertise in preservation and cultural heritage, and have been teaching in this field for many years. Some faculty members in HIST and AVC have background in historic preservation as well. We also have identified several potential affiliate faculty within the College of Design and other colleges that the committee may draw on for their specific preservation expertise. No additional faculty members are required in support of the proposed minor.
   b. computers, laboratories, and other facilities;
      Two workstations with VR headsets and VR software have been purchased with grant money from IEDA (Iowa Economic Development Authority) in 2017 and are available to faculty and students. Two LiDAR scanners (a Faro and a Leica BLK360) and two 360° panoramic cameras (a Panono and a One) can be checked out by faculty and students from the College of Design Output Center. A dedicated server to host various software packages used in preservation courses (e.g. ARCHES database used by CRP, LiDAR post-processing software, etc.) has been set up and is operational.
   c. library facilities (journals, documents, etc.) in the proposed area;
      Parks Library retains relevant journals on historic preservation and heritage studies. Additional journals are not needed at present.
   d. supplies, field work, student recruitment, etc.
      Supplies are not needed at present. Field work is currently undertaken as a component of individual courses. In the future, a separate summer field school may be implemented. Student recruitment will occur at professional conferences (e.g. the annual Preserve Iowa Summit), through existing College and departmental channels, and through the P+CH program’s website at preservation.design.iastate.edu.

12. Describe the needs for new resources and/or reallocated resources. Attach to the program proposal memos from the department chair(s), the college dean(s), and other appropriate persons, agreeing to the allocation of new resources and/or the reallocation of resources.
   There is no need for new resources. All required resources are already met within the current infrastructure of the College of Design Preservation & Cultural Heritage Program.
13. **Attach to the program proposal, letters of support, recommendations, and statements when appropriate, from programs and departments at ISU which are associated with the proposed program or have an interest in the proposed program.**

Letters required from:

Dean Luis Rico-Gutierrez (College of Design)

Department chairs Deborah Hauptmann (Architecture), Sarah Kyle (Art and Visual Culture), Francis Owusu (Community & Regional Planning), Paul Bruski (Graphic Design), Simon Cordery (History), Seda McKilligen (Industrial Design), Lee Cagley (Interior Design), Carl Rogers (Landscape Architecture)

Kevin Kane (Extension & Outreach)

Tobin Tracey (US Department of State)

14. **If the new program is interdisciplinary, a governance document should be created and submitted to the Associate Provost for Academic Programs. Indicate here that it has been completed.**

A governance document has been completed and voted on 12 December 2019.

**Appendix A**

**List of Available Courses, Course Descriptions, and Course Objectives**

**ARCH 568 Historic Preservation**

Instructor: Osterberg

The history and theory of the Historic Preservation movement including an overview of the National Trust for Historic Preservation; the National Register of the Historic Places; the National Park Service; federal programs, funding sources, preservation law, national landmarks, and historic districts. Credit counts toward fulfillment of History, Theory, Culture requirements.

**ARCH 567 Preservation, Restoration, and Rehabilitation**

Instructor: Osterberg, Muecke

Construction standards and procedures for preserving, restoring, reconstructing, and rehabilitating existing buildings following the guidelines of the National Parks Service and the National Trust for Historic Preservation. Credit counts toward fulfillment of History, Theory, Culture requirements.

**ARCH 221 History of Pre-Modern Architecture**

Instructor: Bogdanovic

Survey of pre-modern western architectural ideas and practices in their social, cultural, and representational contexts. Comparisons with global examples. Ancient through 1750. Meets International Perspectives requirement.

**ARCH 322 Histories and Theories of Modern Architecture**

Instructor: Zarecor

Survey of global architectural ideas, theories and practices in their social, cultural, and representational contexts from 1750 to 1960. Emphasis on European examples with additional material on the global spread of modernism. Meets International Perspectives requirement.
ARTID 356 History, Theory, and Criticism of Interior Design II

Instructor: Al Shihabi

Course Description. The course is an overview of Interior Design history, encompassing architecture, interiors, furniture, and decorative arts, from the Late Neoclassical period through the present. Interior Design and corresponding developments in Art and Architecture are evaluated from socio-cultural, art historical, design historical, geographical, political, economic, and technological perspectives. Although the course examines the comprehensive built environment, the focus is on interior architectural finishes, design details, motifs, furniture, space planning, lighting, textiles, surface treatments, and decorative accessories. Course fulfills NCPE Standard 3.1.1. Instruction equivalent to at least two (2) courses in the history of the designed environment, (including, for example, the history of architecture, urban development, landscape architecture, archeology, or material culture.)

Course Objectives are to:

1) Analyze major design movements in terms of interior and exterior built environments, furniture and decorative arts of from the Late Neoclassical period through the present,
2) Critically evaluate the interrelationship among a society’s designed material culture and its social structure, cultural belief systems, physical environment, political system, and economic circumstance,
3) Investigate how the evolution of interior design has been shaped by past movements and interpret the cultural cross-cultural references that link us to them,
4) Synthesize course material to inspire and/or create innovative postmodern designs by applying/ reinterpreting design historical forms, materials, motifs, construction techniques, and/or design principles, and
5) Apply design historical terminology in written assignments and oral presentations.

Learning Outcomes. At a minimum, by the end of the course student should be able to:

1) Understand the social, political, and physical influences affecting historical changes in design of the built environment.
2) Understand major movements and traditions in interior design, architecture, furniture, and the decorative arts from Late Neoclassical through the present period.
3) Apply design historical precedents to create intellectual contemporary design solutions.

ARTID 569D Historic Preservation of Interiors

Instructor: Al Shihabi

Course Description. Course introduces the history, theory, and practice of Historic Preservation from an interiors’ perspective. It presents theoretical approaches to the evaluation and treatment of interiors considering social, cultural, aesthetic, economic, political, and technological factors. Course fulfills National Council of Preservation Education (NCPE) standards for member programs under 3.1.2. Instruction equivalent to at least one (1) course devoted to the history and theory of preservation.

Course Objectives are to 1) Introduce history, theory, and practice of Historic Preservation at local, national, and international levels from an interiors’ perspective, 2) Convey the purpose of preservation and introduce historic preservation terminology, 3) Define current controversies in preservation, 4) Explain how properties are identified and the National Register criteria for evaluation, 5) Introduce international preservation through UNESCO World Heritage Sites, 6) Communicate government involvement in preservation (local, state, national), Secretary of the Interior’s standards on interiors, and 7) Explain methods of researching and documenting buildings, preparation of historic structure’s report, different approaches for developing preservation plan, implementing preservation plan, historic furnishings and finishes, preservation and the environment, and future of preservation. Course encourages multi-disciplinary efforts to preserve, restore, rehabilitate and adaptively re-use historic buildings with consideration given to social and ethical issues.

Learning Outcomes. By the end of the course, students should be able to:

1. Understand historic preservation as an emerging multi-disciplinary design specialization
2. Comprehend differences/similarities between historic preservation and contemporary practice
3. Have awareness of current controversies in historic preservation
4. Have awareness of cultural heritage protection at international, national, and local levels
5. Understand Secretary of the Interior’s Standards and guidelines for restoring interiors
6. Understand state, national, and international governmental roles and programs in preservation
7. Identify diverse interests of stakeholders in preservation projects
8. Explain social and ethical roles of preservation in sustainability of environment and culture
9. Synthesize and apply course material to develop comprehensive interior restoration plan
10. Apply design historical and historic preservation terminology in written assignments and oral presentations

**DSN 546: Historic Preservation Option Studio**

Instructors: Al Shihabi and Muecke

**Course Description.** This course is an interdisciplinary option studio in Historic Preservation (DSN S.546HP) and integrates a study abroad component. Diane Al Shihabi (Interior Design) and Mikesch Muecke (Architecture) conceived the course and will lead travel abroad. The course adds international perspectives in historic preservation practice to the College’s curriculum, expands study abroad opportunities, and generates interest in ISU’s developing historic preservation program. It furthers the program’s recommended academic requirements by contributing to National Council of Preservation Education (NCPE) standards for member programs under 3.1.1 Fundamental Components- history of the designed environment, and 3.2.1 Specialized Components - design issues. The course contributes to ISU’s international perspectives’ goal for undergraduates and graduates. Through design education, it contributes to ISU’s goal of preparing students for challenges of responsible citizenship and effective professional roles in a culturally diverse global community.

**Course Objectives** are to 1) introduce students to international historic preservation history, theory, and practice through the United Kingdom, and specifically London, 2) bridge cultures and build global partnerships through historic preservation to advance global cultural heritage protection, and 3) convey a systematic design process in preservation. The Winfield House and the greater London area offers extraordinary access to important sites of historic preservation. The course will foster mutually beneficial relationships among ISU and the United States State Department Overseas Building Operations, and specifically Winfield House, which is the private residence of the US Ambassador to the United Kingdom. Students will apply basic preservation techniques by learning how to document Winfield House, and then develop a historical and cultural narrative about the building and its context.

**Learning Outcomes.** By the end of the course students will comprehend historic preservation at different scales (cities, buildings, interiors), be cognizant of issues of appropriateness in design practice across specializations, be able to use current technology of historic preservation documentation, and appreciate the necessity of high level research and educational training in design disciplines. They will assimilate a systematic process in historic preservation and understand how it differs from, and is similar to, contemporary practice across design specializations. Students will learn how to build essential relationships in preservation, how to assess experts, and where to find them. They will apprehend how to be aware of their own heritage, including its histories, memories, and diversity, and how to protect it.

**ARTID 493IT: Historic Preservation Italy: International Perspectives and Design Issues**

Instructor: Al Shihabi

**Course Description.** The course introduces historic preservation history, theory, and practice in Italy and examines how American preservation philosophy and approaches differ. The course adds international perspectives in historic preservation practice to the College’s curriculum, expands study abroad opportunities in Italy, and generates interest in ISU’s developing historic preservation program. It furthers the program’s recommended academic requirements by contributing to National Council of Preservation Education (NCPE) standards for member programs under 3.1.1 Fundamental Components- history of the designed environment, and 3.2.1 Specialized Components - design issues. The course meets ISU’s International Perspectives Requirement for undergraduates. Significantly, it responds to a current social need of broader humanity - that of unprecedented cultural heritage loss - and UNESCO’s calls for education to ameliorate it. In this way and through design education, it contributes to ISU’s goal of preparing
students for challenges of responsible citizenship and effective professional roles in a culturally diverse global community.

Course Objectives. Course objectives are to 1) introduce students to international historic preservation history, theory, and practice through Italy, 2) bridge cultures and build global partnerships through historic preservation to advance global cultural heritage protection, and 3) convey a systematic design process in preservation. Italy offers extraordinary access to World Heritage Sites, museums, historic preservation schools, and preservation artisans in Rome and in other cities within a few hours by train. The country’s preservation institutes develop state-of-the art processes and disseminate knowledge to the global community. The course will foster mutually beneficial relationships among ISU and prestigious Italian preservation institutes (ISCR\(^2\) and ICVBC\(^3\)), Italian Universities (Politecnico di Torino and SACI\(^4\)), leading museums and their preservation laboratories (Vatican and Tessuto), and multiple preservation artisans. It will further relationships with the US Department of State through the Villa Taverna, the Ambassador’s Residence in Rome.

Learning Outcomes. By the end of the course, students will comprehend historic preservation at different scales (cities, buildings, interiors), be cognizant of issues of appropriateness in design practice across specializations, and appreciate the necessity of high level research and educational training in design disciplines. They will assimilate a systematic process in historic preservation and understand how it differs from, and is similar to, contemporary practice across design specializations. Students will learn how to build essential relationships in preservation, how to assess experts, and where to find them. They will apprehend how to be aware of their own heritage, including its histories, memories, and diversity, and how to protect it. Diverse assessment methods- attendance, participation, assignments, research, and projects- will facilitate learning objectives.

**ARTID 355: History, Theory, and Criticism of Interior Design I**

Instructor: Al Shihabi

Course Description.

The course is an overview of Interior Design history, encompassing architecture, interiors, furniture, and decorative arts, from the Ancient period through Early Neoclassicism. Interior Design and corresponding developments in Art and Architecture are evaluated from socio-cultural, art historical, design historical, geographical, political, economic, and technological perspectives. Although the course examines the comprehensive built environment, the focus is on interior architectural finishes, design details, motifs, furniture, space planning, lighting, textiles, surface treatments, and decorative accessories. Course fulfills **NCPE Standard 3.1.1.** Instruction equivalent to at least two (2) courses in the history of the designed environment, (including, for example, the history of architecture, urban development, landscape architecture, archeology, or material culture.)

Course Objectives are to:

1) Introduce the interior and exterior built environments of major civilizations from the Ancient period through Early Neoclassicism,

2) Learn to critically analyze how the evolution of interior design has been shaped by past civilizations, and,

3) Identify what the cultural cross-cultural references are that link us to them.

Learning Outcomes. **By the end of the course students should**

1) understand the interrelationship among a civilization’s social culture, physical environment, cultural belief systems, politics, economics and material culture, and how these factors manifested and are evidenced in designed objects,

2) be familiar with basic terminology used in describing construction techniques, ornamentation techniques, and motifs,

3) have improved design historical writing skills, and

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\(^2\) ISCR is the acronym for Istituto Superiore per la Conservazione ed il Restauro, which translates into English as the Higher Institute for Conservation and Restoration. It is based in Rome.

\(^3\) ICVBC is the acronym for Istituto per la Conservazione e la Valorizzazione dei Beni Cultural, which translates into English as the Institute for Conservation and Promotion of Cultural Heritage, Rome, Florence, Milan.

\(^4\) SACI is the acronym for Studio Arts Center International. It is a fine arts school in Florence.
4) understand complex and aesthetically stimulating historical design systems of multiple cultures and how they can inspire and inform innovative postmodern creations.

CRP 421: Financing Historic Preservation and Revitalization Communities (elective)
Instructor: Grevstad-Nordbrock
Upon completion of the class, students in CRP 421 will be able to demonstrate an understanding of historic preservation’s role in rehabilitating individual historic buildings and revitalizing neighborhoods. Students will come away from the class with an understanding of
- the various financial mechanisms used to promote historic preservation, including Federal and state rehabilitation tax credits, tax assessment freeze/abatement programs, façade easements, revolving funds, TDR, etc.
- the National Register of Historic Places
- the Secretary of Interior’s Standards for Rehabilitation
- the shared roles of government, non-profits, and the private sector—developers, primarily—and how they interact in the course of preservation rehabilitation projects
- how to determine the economic feasibility of a preservation project using techniques like development pro formas and market analyses
- economic impact modeling: preservation’s externalities and spillover effects
- heritage tourism
- the National Trust for Historic Preservation’s Main Street program, which aligns historic preservation with economic development and community engagement
- and finally, the societal impacts of preservation-fueled economic activity: who stands to gain and who loses

CRP 511: Documenting the Historic Built Environment (required)
Instructor: Grevstad-Nordbrock
General Learning Outcomes. Students in CRP 511X will be able to demonstrate an understanding of the techniques used to research and document historic places. Students will come away from class with an understanding of
- the methods of documentation and recordation as established by the National Park Service (NPS), and expected by the National Council for Preservation Education
- how to determine eligibility for inclusion in the National Register of Historic Places and related programs
- how to conduct reconnaissance- and intensive-level surveys per NPS guidelines
- how to research a historic building and establish a chain of ownership, including significant construction/alteration dates
- the use of technologies like spatial databases and 360° cameras for survey projects
- how to work collaboratively on a complex project with students of diverse backgrounds, skills, and interests

London-Specific Learning Outcomes (specific to the field trip of Fall 2016). Students will be able to demonstrate an understanding of
- the expectations of heritage bodies like Historic England and the City of London Heritage Office
- the US Secretary of State’s Register of Culturally Significant Properties and its relation to the National Register, as well as local landmarks laws and regulations
- the significance of Grosvenor Square and the long-term American diplomatic presence there
- the challenges of international preservation involving multiple nation-states
the evolving planning and design challenges of housing an embassy in a dense urban neighborhood of a first-order global city

the challenges of maintaining a government facility in an extremely affluent, hyper-gentrified neighborhood

CRP 521: Historic Preservation Planning: Theory and Practice:
Instructor: Grevstad-Nordbrock

General learning outcomes. A primary goal of historic preservation planning is to integrate historic resources—historic buildings, districts, landscapes, and even archaeological sites—into land use planning and broader public policy. This can occur at the Federal, state, and local levels of government and involve a host of public, private, and non-profit actors. Historic preservation planning is a way to engage citizens in the protection and reuse of historic resources and shape the way residents and tourists experience historic places. It is also a cornerstone of sustainable development.

This course will introduce students to longstanding and emergent themes in historic preservation planning. Among the topics explored are the following:

- a (brief!) history of historic preservation in the US
- preservation’s evolving role in shaping American cities
- economic development and revitalization through preservation, including through heritage tourism
- preservation’s role in sustainable development
- preservation administration—who makes decisions and why
- the laws, regulations, programs, and incentives governing preservation activity
- preservation’s relationship to gentrification and displacement in historic neighborhoods

Students in CRP 521X will be able to demonstrate an understanding of the role historic preservation has played in shaping communities. Students will come away with an understanding of

- how historic preservation fits into the larger vision of urban planning
- the unique roles of government, non-profits, and the private sector and how they interact in the preservation context
- the tools used by preservation planners
- how to evaluate local preservation ordinances and plans
- how preservation is used to revitalize neighborhoods
- who stands to benefit from preservation activity (and who may lose)

LA 371 History of Modern Landscapes, 1750-present
Instructor: Hohmann, Martin

This course traces the development of “modern” landscape architectural design concepts and trends from the English Landscape Gardening School to Post Modernism, with emphasis on the United States and Europe. The course investigates significant figures and outstanding works of landscape (sites, gardens, monuments, subdivisions, city plans, etc.) of varied scale and geographic regions. The course also analyzes the social, economic, political, and technical forces contributing to the development of landscape design styles, vocabulary, and literature.

After completing this course, the student should be able to:
- Identify & describe key projects, designers and theorists in landscape architecture history from 1750 to the present.
- Recognize, describe and trace important periods, typologies and “styles” of landscape design.
- Place works in their significant social, historical, and physical contexts and associate works with trends in associated disciplines, including architecture, art, and urban design.
- Recognize, describe and trace important social and technological events and trends (outside of the design
fields) that affected landscape design.

- Compare works of different periods, describing their similarities and differences, particularly noting continuity or change in approach to design or design intent.
- Use different modes of representation (engravings, paintings, photographs, plans, sections, written texts) to explicate and understand a work’s meaning, intent, and development.
- Using the web AND the library, find authoritative primary and secondary sources in researching a topic of landscape history, and synthesize this information in a drawing, model, or paper.
- Cite sources in a properly formatted humanities bibliography

LA 373: Gardens and Landscapes from Antiquity to 1750
Instructors: Hohmann, Engler

- This course investigates the evolution of landscape design over time, from pre-history to the mid 18th century. The course introduces significant figures and outstanding works (especially gardens, monuments, and urban plans) of varied geographic regions from around the world, including Europe, Asia, and North and Central America. Course also explores social, economic, political, and technical forces contributing to the development of landscape design styles, vocabulary, and literature.

After completing this course, the student should be able to:

- Identify key landscape and garden typologies and designers in the history of landscape architecture from antiquity to 1800.
- Recognize and describe key works in the history of landscape architecture and place these works in their significant social and physical contexts.
- Recognize, describe and trace important trends, periods, and “styles” in landscape design and relate these to contemporary trends and styles in architecture, art, and urban design.
- Recognize, describe and trace important cultural, social, and technological events and trends (outside of the design fields) that affected landscape design. Explain how these trends affected/relate to landscape architectural design.
- Compare landscape works of different periods, describing their similarities and differences, particularly noting continuity or change in approach to design or design intent.

Read and utilize different modes of representation (engravings, paintings, photographs, plans, sections

General History Courses (a selection)

ARTH 280 History of Art I
COURSE CATALOG DESCRIPTION:
Development of the visual arts including painting, sculpture, architecture, and crafts, from the prehistoric through Gothic periods.

COURSE OBJECTIVES: In online assignments and exams, students will analyze and discuss art and its relationship to the society in which it was created, including how that society was formed, sustained, and evolved, as well as its values and perspectives on the world. With this knowledge, together with a deeper understanding of major world events before 1250, students will also be able to analyze their own worldview as 1. Learn the basic characteristics of art created in a number of cultures around the world between the Paleolithic era and the 13th century. What types of art were created? What does it look like? 2. Understand how art relates to the culture in which it is created. Why does the art created look the way it does? What cultural and historical factors played a role? What does the work of art tell us about that culture? 3. Learn the vocabulary necessary to talk about a work of art—how it developed and how it relates to that of other cultures—and to anticipate how other cultures may perceive that worldview.

ARTH 281 History of Art II
Instructor: Godbey
(3-0) Cr. 3. S.
Development of the visual arts of western civilization including painting, sculpture, architecture, and crafts; from the Renaissance to the twentieth century. Meets International Perspectives Requirement.
ART H 383: Greek and Roman Art  
Instructor: Cunnally  
(Cross-listed with CL ST). (3-0) Cr. 3.  
Greek art from Neolithic to Hellenistic periods. Roman art from the traditional founding to the end of the empire in the West.

ART H 384: Art of Islam  
Instructor: Cunnally  
(3-0) Cr. 3.  
Historical survey of the painting, sculpture, crafts, and architecture of the various civilizations of the Islamic world. Meets International Perspectives Requirement.

ART H 385: Renaissance Art  
Instructor: Cunnally  
(3-0) Cr. 3.  
European art including painting, sculpture, architecture, and crafts; thirteenth through sixteenth centuries.

ARTH 386 American Art to 1945  
COURSE CATALOG DESCRIPTION:  
Survey of American art from the early colonial period to 1945, with emphasis on historical and cultural issues that underlie art production in the United States  
COURSE OBJECTIVES:  
Upon completion of the course, students will be able to:  
--identify major artists and art works in American art.  
--articulate in writing how historical events in the United States have informed art-making, both before and after nationhood.  
--articulate in writing how American art expresses major social and cultural concerns of the nation at various points in its history.  
--identify and analyze assumptions about cultural and racial identity in works of American art.  
--articulate in writing how the designation “American” has shifted over time.  
--analyze individual works of art and articulate how these works express ideas of American identity on individual, cultural, and/or political levels.

ART H 597: Green Art: Earthworks and Beyond  
Instructor: Godbey  
(3-0) Cr. 3. (senior-level undergrads can take this course)  
Seminar covering aspects of art and design based on ecological principles, including earthworks, land-based art, recycled/reused objects, ecofeminism, ephemerality, and green design.

HIST 307: American Popular Culture  
Contributes to understanding trends in United States cultural history for preservationists;  

HIST 320: History of Modern Europe  
Covers European cultural history and material culture from 1789 to the present;  

HIST 362: Global Environmental History  
Explores the interaction of humans with the environment, including urban development and control of nature;  

HIST 363: U.S. Environmental History  
Covers the history of landscape and natural environment;  

HIST 386: US Women’s History  
Also has the benefit of satisfying the U.S. Diversity Requirement in the ISU General Education environment;
HIST 468: History of Rural America
Emphasizes the settlement and development of the built environment and landscape changes; and

HIST 488: American Stuff
Discusses material culture, innovations, and technical aspects of the built environment
Appendix B

Preservation & Cultural Heritage Minor Curriculum

Students choose six (6) credits from Section 1 (Preservation Courses), three (3) credits from Section 2 (General History), and six (6) credits from Section 3 (History and Design of the Built Environment).

Section 1: Preservation Courses (6 credits required)

Choose two (2) courses below:
- ARCH 568 Historic Preservation (3)
- ARTID 569D Advanced Studies in Interior Design: Preservation (3)
- ARCH 567 Preservation, Restoration, and Rehabilitation (3)
- CRP 511 Documenting the Historic Built Environment (3)

Section 2: General History (3 credits required)

Choose any one (1) course from the list below:
- ART H 383: Greek and Roman Art (3)
- ART H 384: Art of Islam (3)
- ART H 385: Renaissance Art (3)
- ART H 386: American Art to 1945 (3)
- HIST 307: American Popular Culture (3)
- HIST 320: History of Modern Europe (3)
- HIST 362: Global Environmental History (3)
- HIST 363: U.S. Environmental History (3)
- HIST 386: US Women’s History (3)
- HIST 468: History of Rural America (3)
- HIST 488: American Stuff (3)

Section 3: History, Design, and Planning of the Built Environment (6 credits required)

Choose two (2) courses or one (1) studio below (one of the two courses can be an independent study course students can take with faculty teaching courses in the Minor in Preservation & Cultural Heritage Program):
- ARCH 221 History of Pre-Modern Architecture (3)
- ARCH 322 History and Theory of Modern Architecture (3)
- ART H 280 History of Art I (3)
- ART H 281 History of Art II (3)
- ART H 597: Green Art: Earthworks and Beyond (3)
- ARTID 355 History, Theory, and Criticism of Interior Design 1 (3)
- ARTID 356 History, Theory, and Criticism of Interior Design II (3)
- CRP 421 Financing Historic Preservation and Revitalization Communities (3)
- CRP 521 Historic Preservation Planning: Theory and Practice (3)
- DSN S 546 Preservation & Cultural Heritage Studio (6)
- INDD 380 History and Culture of Objects (3)
- LA 371 History of Modern Landscapes (3)
- LA 373 Gardens and Landscapes from Antiquity to 1750 (3)
December 13, 2019

Dean Luis Rico-Gutierrez
College of Design
Iowa State University

Dear Dean Rico-Gutierrez

We have been working with the College of Design's Preservation Certificate program since the Fall of 2016 to document the Department of State's culturally significant properties around the world. We are pleased to learn of the proposed interdisciplinary Minor in Preservation and Cultural History and support this effort. We look forward to learning more about the program as it develops.

Sincerely,

[Signature]

Tobin N. Tracey, AIA
Director, Office of Cultural Heritage
Overseas Buildings Operations
Dear Luis,

It is wonderful to see that the Preservation and Cultural Heritage faculty have managed to incorporate every department in the college as well as the department of History. They are now applying for approval of a minor which requires letters of support. Thus, please accept this as my confirmation that I continue to believe in and will continue to support the work of the faculty with respects to the Preservation and Cultural Heritage minor.

All my best,

[Signature]

Deborah Hauptmann | Chair Department of Architecture
November 19, 2019

Dean Luis Rico-Gutierrez
College of Design
Iowa State University

Dear Luis,

This letter of support from the Department of Graphic Design recognizes the effort being made to be inclusive across curriculums in the College. The proposed minor in Preservation and Cultural History will allow faculty and students in the College of Design to participate in interdisciplinary studios, potentially involving all departments in the College, as well as in other parts of the University. We fully support this effort.

Please feel free to contact me if you have any questions or need further information.

Thank you,

[Signature]

Paul R. Bruski
Associate Professor
Interim Chair
November 14, 2019

Dean Luis Rico-Gutierrez
146 College of Design
Iowa State University

Dear Dean Rico-Gutierrez,

The proposed minor in Preservation and Cultural History will allow faculty and students in the College of Design to participate in a multi/cross/interdisciplinary engagement. This letter of support recognizes the effort being made to be inclusive across curriculums in the college.

Please contact me if you have any questions or need further information.

Sincerely,

Ingrid Lilligren
Professor and Chair
Dear Dean Rico-Gutierrez

The Department of Community and Regional Planning is gratified to learn about the proposed interdisciplinary Minor in Preservation and Cultural History. This will be a welcome addition to the College of Design offerings and our department fully supports this effort.

Sincerely,

Francis Owusu
Professor and Chair
29 October 2019

Dean Luis Rico-Gutierrez
College of Design
Iowa State University

Dear Dean Rico-Gutierrez,

This letter comes to you as my endorsement, as Chair of the History Department, of the use of History courses in the proposed minor in Preservation and Cultural Heritage. This proposed minor fills an obvious hole in Iowa State University’s curriculum and I am happy to acknowledge the key role of History courses in the program.

Please feel free to contact me if you have any questions or need further information.

Sincerely,

[Signature]

Simon Cordery
Professor and Chair
Dear Dean Rico-Gutierrez,

The Department of Industrial Design is in full support of the proposed multidisciplinary Minor in Preservation and Cultural History. This Minor will cross College of Design departments and the department of History and will bring faculty together from diverse disciplines. This will be a great addition to the Minors offered and led by the College of Design.

Sincerely,

Seda McKilligan
Professor and Interim Chair
Department of Industrial Design

December 2nd, 2019
December 2, 2019

Dean Luis Rico-Gutierrez  
146 College of Design  
Iowa State University

Dear Dean Rico-Gutierrez,

On behalf of the Department of Landscape Architecture and my role as Department Chair, I fully endorse the proposed interdisciplinary minor in Preservation and Cultural History. The minor is directly aligned with the College of Design’s efforts to increase offerings to all students across the university. In addition, the minor includes all programs in the college as well as bridging across campus to the Department of History. What a welcome addition to the comprehensive nature of the College of Design.

Please contact me if you have any questions or need further information.

Sincerely,

Carl Rogers  
Associate Professor and Chair
## Academic Program Approval Voting Record

This document is to be appended as the last page of the proposal for any new or revised academic program to record the successive votes of approval as the proposal moves through its required review and approval steps. Consult Faculty Handbook Section 10.8 or the Faculty Senate Curriculum Committee website for information regarding Committee review and voting requirements for each action.

### Curricular Action: (check appropriate boxes below)
- [x] New Program
- [ ] Name Change
- [ ] Discontinuation
- [ ] Concurrent Degree for:
  - [ ] Undergraduate Major
  - [ ] Graduate Major
  - [x] Undergraduate Minor
  - [ ] Graduate Minor
  - [ ] Undergraduate Certificate
  - [ ] Graduate Certificate
  - [ ] Other: ---------

### 3. Name of Proposed Change: Minor in Preservation and Cultural Heritage

### 4. Name of Contact Person: Mikesch Muecke, Ph.D. e-mail address: mikesch@iastate.edu

### 5. Primary College: _Design_____ Secondary College: ___Liberal Arts and Sciences


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<th>Voting Body</th>
<th>Votes</th>
<th>Date of Vote</th>
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<td>Spring 2020</td>
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