

COURSE CHANGE FORM

Complete 1a – 1f & 2a – 2c. Fill out the remainder of the form as applicable for items being changed.

1. General Information.					
a. Submitted by the College of: <u>Design</u>		Today's Date: <u>3/3/11</u>			
b. Department/Division: <u>Historic Preservation</u>					
c. Is there a change in "ownership" of the course?				YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>	
If YES, what college/department will offer the course instead? _____					
d. What type of change is being proposed? <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor ¹ (place cursor here for minor change definition)					
e. Contact Person Name: <u>Allison Carll</u>		Email: <u>hedcarll@uky.edu</u>		Phone: <u>7-7763</u>	
f. Requested Effective Date: <input type="checkbox"/> Semester Following Approval <input checked="" type="checkbox"/> Specific Term ² : <u>F'11</u>					
2. Designation and Description of Proposed Course.					
a. Current Prefix and Number: <u>HP 798</u>		Proposed Prefix & Number: <u>HP 798</u>			
b. Full Title: <u>Master's Project I</u>		Proposed Title: <u>Research Design</u>			
c. Current Transcript Title (if full title is more than 40 characters): _____					
Proposed Transcript Title (if full title is more than 40 characters): _____					
d. Current Cross-listing: <input checked="" type="checkbox"/> N/A <input type="checkbox"/> OR Currently ³ Cross-listed with (Prefix & Number): _____					
Proposed – <input type="checkbox"/> ADD ³ Cross-listing (Prefix & Number): _____					
Proposed – <input type="checkbox"/> REMOVE ^{3,4} Cross-listing (Prefix & Number): _____					
e. Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours ⁵ for each meeting pattern type.					
Current:	<u>18</u> Lecture	_____ Laboratory ⁵	<u>3</u> Recitation	<u>7</u> Discussion	_____ Indep. Study
	_____ Clinical	_____ Colloquium	_____ Practicum	<u>9</u> Research	_____ Residency
	_____ Seminar	_____ Studio	_____ Other – Please explain: _____		
Proposed:	<u>18</u> Lecture	_____ Laboratory	<u>3</u> Recitation	<u>7</u> Discussion	_____ Indep. Study
	_____ Clinical	_____ Colloquium	_____ Practicum	<u>9</u> Research	_____ Residency
	_____ Seminar	_____ Studio	_____ Other – Please explain: _____		
f. Current Grading System: <input checked="" type="checkbox"/> Letter (A, B, C, etc.) <input type="checkbox"/> Pass/Fail					

Comment: Excerpt from SR 3.3.0.G.2
Definition. A request may be considered a minor change if it meets one of the following criteria:
 a. change in number within the same hundred series*;
 b. editorial change in the course title or description which does not imply change in content or emphasis;
 c. a change in prerequisite(s) which does not imply change in content or emphasis, or which is made necessary by the elimination or significant alteration of the prerequisite(s); d. a cross-listing of a course under conditions set forth in SR 3.3.0.E;
 e. correction of typographical errors.
 *...for the specific purposes of the minor exception rule, the 600-799 courses are the same "hundred series," as long as the other minor change requirements are complied with. [RC 1/15/09]

¹ See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will be sent to appropriate academic Council for normal processing and contact person is informed.
² Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
³ Signature of the chair of the cross-listing department is required on the Signature Routing Log.
⁴ Removing a cross-listing does not drop the other course – it merely unlinks the two courses.
⁵ Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

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Proposed Grading System: <input checked="" type="checkbox"/> Letter (A, B, C, etc.) <input type="checkbox"/> Pass/Fail	
g. Current number of credit hours: <u>3</u>	Proposed number of credit hours: <u>3</u>
h. Currently, is this course repeatable for additional credit?	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
Proposed to be repeatable for additional credit?	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
If YES: Maximum number of credit hours: _____	
If YES: Will this course allow multiple registrations during the same semester?	YES <input type="checkbox"/> NO <input type="checkbox"/>
i. Current Course Description for Bulletin:	<u>The Master's Project is the capstone of the student's experience in the program, as well as an opportunity to investigate in-depth a preservation design project, policy issue, or scholarly question. This course, which must be taken prior to enrollment in HP 799, Master's Project II, assists students in designing their Master's Project and results in a Master's Project proposal and selection of a Master's Project Committee. Through readings and class discussions, this course will familiarize students with situating research with a literature, formulating research questions or hypotheses, research design, advanced methodologies, critical assessment of methodologies, data analysis, and selection of a Master's Project Committee. Prereq: Completion of 9 credits of graduate study or consent of the instructor.</u>
Proposed Course Description for Bulletin:	<u>This course will provide students with the basic tools needed for an in-depth investigation of a preservation design project, policy issue, or scholarly question. This course, which must be taken prior to enrollment in HP 799, assists students in designing their Master's Project and results in a Master's Project proposal and selection of a Master's Project Committee. Through readings and class discussions, this course will familiarize students with grounding their research within the literature, formulating research questions or hypotheses, research design, advanced methodologies, critical assessment of methodologies and, data analysis. Prereq: Completion of 9 credits of graduate study or consent of the instructor.</u>
j. Current Prerequisites, if any:	<u>Completion of 9 credits of graduate study or consent of the instructor.</u>
Proposed Prerequisites, if any:	<u>Completion of 9 credits of graduate study or consent of the instructor.</u>
k. Current Distance Learning (DL) Status:	<input checked="" type="checkbox"/> N/A <input type="checkbox"/> Already approved for DL* <input type="checkbox"/> Please Add ⁶ <input type="checkbox"/> Please Drop
*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box <input type="checkbox"/>) that the proposed changes do not affect DL delivery.	
l. Current Supplementary Teaching Component, if any:	<input type="checkbox"/> Community-Based Experience <input type="checkbox"/> Service Learning <input type="checkbox"/> Both
Proposed Supplementary Teaching Component:	<input type="checkbox"/> Community-Based Experience <input type="checkbox"/> Service Learning <input type="checkbox"/> Both
3. Currently, is this course taught off campus?	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
Proposed to be taught off campus?	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
4. Are significant changes in content/teaching objectives of the course being proposed?	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
If YES, explain and offer brief rationale:	

⁶ You must *also* submit the Distance Learning Form in order for the course to be considered for DL delivery.

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This course will focus on research methods and result in the writing of a Prospectus to move the students along in a timely fashion toward the completion of their degree. The wording of the course description has been modified to reflect these changes.

5. Course Relationship to Program(s).

a. Are there other depts and/or pgms that could be affected by the proposed change? YES NO

If YES, identify the depts. and/or pgms: _____

b. Will modifying this course result in a new requirement for ANY program? YES NO

If YES, list the program(s) here: _____

6. Information to be Placed on Syllabus.

a.	<input type="checkbox"/> Check box if <u>changed to</u> 400G or 500.	If <u>changed to</u> 400G- or 500-level course you must send in a syllabus and you must include the <i>differentiation</i> between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading criteria in the course for graduate students. (See SR 3.1.4.)
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⁷ In order to change a program, a program change form must also be submitted.

COURSE CHANGE FORM

Signature Routing Log


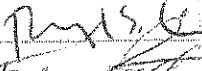
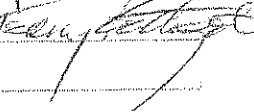
General information:

Course Prefix and Number: HP 798
 Proposal Contact Person Name: Allison Carl Phone: 7-7763 Email: hedcarll@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
HP Curriculum Committee	11/30/10	Richard Schein / 7-2119 / schein@email.uky.edu	
HP Faculty	1/18/11	Richard Schein / 7-2119 / schein@email.uky.edu	
CoD Curriculum Committee	3/2/11	Terry Rothgeb / 7-7762 / hdstdr@uky.edu	
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ²
Undergraduate Council			
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

² Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

HP 798
Masters Project I (Proposal)
(Explorations in Research/Project Design)
Spring Semester 2011
207 Pence Hall
Mondays, 2:00-4:30 pm

Instructor: Julie Riesenweber
100 Bowman Hall
jriesen@uky.edu
cell: 859.699.1427
Office hours: Mondays, noon to 2:00 pm
Or by appointment

Course Description and Approach:

One requirement for your MHP degree is planning, executing and writing a final project. Like a thesis, the final project is the "capstone" of your educational effort and experience. It is not only an opportunity for in-depth investigation of a preservation-related topic of your own choosing, but it is also an important means of demonstrating that you are prepared to work independently as a preservation professional. Students have chosen various sorts of projects and a wide range of specific topics. Whether concerned with policy, design, education, rehabilitation, materials science, or intellectual fields related to historic preservation such as architectural history, all take into account problems, issues or unanswered questions related to preservation theory, policy and/or practice or apply the understandings of allied disciplines to historic preservation.

This class will guide you through the process of drafting a proposal for your final project. The proposal is a roadmap or plan for your final project effort. Not only does it help your committee to assure that your final project will meet the standards for your degree, but it also has practical advantages for you. By thinking through and articulating your project goals before embarking upon information gathering, your effort will be more focused; you can avoid tangents and false starts and have greater assurance that the various parts of your final project will work well together and result in a cohesive whole. Within the immediate context of your master's degree program, you create a proposal to think about your research process and consider how your final project fits within the larger body of preservation-related scholarship, policy and practice. In a larger sense, preparing proposals – whether for projects or in application for funding -- is something preservation and design professionals do all the time. The final project proposal exercise is thus yet another opportunity to learn and practice a practical skill that will be useful in your professional life.

After introducing University and College guidelines for the final project and providing an overview of the research process, weekly class meetings will be organized around sections of the proposal. Readings and assignments will help you understand and gain skills related to the "steps" you will take to complete it. We will pay special attention to those sections of the proposal with which you may be least familiar – the literature review and methodology – as well as to the interrelationships between the parts of the proposal. I will meet individually with each of you at certain points during the semester to offer advice specific to your particular project and topic.

Learning Objectives:

By the end of the course each student will:

- Understand the requirements for and process of completing an MHP project
- Be familiar with research design and the research process
- Be familiar with what constitutes acceptable research within historic preservation and related fields
- Understand the importance of a research proposal and the function of each of its components, as well as the relationships among them
- Draft a proposal for a final project that meets the requirements of the Master's Degree in Historic Preservation

Grading:

Your grade for the course will be determined by the following combination of factors:

Course Participation	15%
Assignments	30%
Presentation	20%
Proposal	35%

Additional information about these components and the related course policies appears below.

The relative value and due dates for assignments appear below; due dates also appear within the "class meetings, topics and assignments" section of the syllabus.

Your letter grade for the course will be as follows:

A	Excellent	90-100%
B	Good	80-89%
C	Fair	70-79%
F	Failure	Below 70%

Course Components, Policies and Expectations:

While each of you will be drafting a final project proposal for this course, and your paths to this goal will have certain things in common, each of you will encounter issues and have questions unique to your topic that others in the class likely will not share. For this reason, class sessions will be concerned with general aspects of proposal-writing and the research process, while I will provide individual guidance through a series of meetings with you throughout the course of the semester.

Each of you should meet with me individually at least three times over the course of the semester; in the first of these meetings we will talk about your project concept, in the second your literature review and the attendant revision of your project concept that may be necessary, and in the third we will consider what research methods are appropriate for your topic. These meetings should take place around/during the weeks of 2/21, 3/28 and 4/25 (see the "class meetings, topics and assignments" section of the syllabus for the recommended timing for these meetings). **It is your responsibility to schedule these meetings with me.** You may also wish to meet with me before drafting your proposal at the end of the semester, and I hope that you will ask to meet with me whenever you have questions, problems or concerns.

This course will require a substantial time investment outside class. In addition to assigned readings and assignments, you will need to search for literature related to your topic, read and analyze it, and determine what it can contribute to your research. You will be choosing a conceptual framework for your research and devising research questions based in part upon the literature you survey. You will be imagining what your research might contribute to the literature and field. Depending on upon your topic and the research questions you pose, you may

need to search for “how to” sources on particular research methods. Due to the amount of work you must complete independently, we will not meet each and every week so that you have additional time to locate, read and digest information relevant to your topic and develop ideas within your proposal.

Course Participation – 15% of total grade

In order to take advantage of this course’s support in the preparation of your master’s project proposal, you will need to be engaged in it. This means you should take an interest in the course, attend regularly, do the required readings, assignments, and independent bibliographic work and reading, participate in class discussions and ask questions. Thoughtful contributions to group discussions and in-class exercises are a very important part of participation.

Attendance is required; please consider the time scheduled for class a professional commitment. You should arrive in class weekly, on time, having done the required reading, and prepared to discuss and ask questions about it.

If you need to be absent from class, I expect an email notification in advance of that absence with a brief explanation for it. The *Student Rights and Responsibilities Handbook*, which is available on line, defines excused and unexcused absences. In general, absences will be excused when they result from circumstances beyond your control. I will lower your course participation grade by one half letter grade (for example, from A to A-, or A- to B+) for each unexcused absence after the first.

A word about weather-related absences: I will follow the University’s determination about cancelling or postponing classes due to weather. If the University announces that it will remain in operation, I am obligated to hold class. Should you choose not to come to class on such an occasion, your absence will not be excused.

Students are responsible for all material and announcements presented in class whether in attendance or not.

Assignments – 30% of total grade

There will be a number of assignments to help you to think through the various parts of your proposal and help you build it, bit by bit. Some assignments will be written, while others involve preparation for class discussion and exercises. With the exception of draft proposal components, written assignments will be graded.

I expect you to complete written assignments in a timely manner and turn them in by the deadline (generally the next class meeting after they were assigned). Should you need more time to complete an assignment, you must request an extension in writing (by email is fine). I will generally grant extensions only until the end of the week in which the assignment is due.

Following is a list of graded assignments, their relative value, and deadlines.

<u>Assignment</u>	<u>Due date</u>	<u>Point Value</u>
Preliminary MHP project timeline	1/31	3
Research assignment sheet	2/7	3
Preliminary concept statement	2/14	
Library assignment sheet	2/28	3
Annotated bibliography	2/28	6
Critical assessment essay	3/7	7
Literature matrix	3/21	8
Concept statement/Preliminary literature review	4/4	
Preliminary methodology statement	4/25	

Presentation – 20% of total grade

May 2

Each student will present the major components of his/her master’s project proposal during finals week before an audience of faculty and students. Presentations should be around 15 minutes in length and illustrated as appropriate.

Proposal – 35% of total grade

Due May 5

A proposal is a plan for conducting research (or completing a project), and is by definition, preliminary. In most graduate programs, the committee approves a student's proposal, advises the student through research and writing, and conducts the final examination/master's project defense. For this reason, you should consider the proposal you complete for this course to be a good draft. I will be evaluating this draft in order to determine a grade for HP798; you will work with your committee next semester to get additional feedback and finalize your proposal.

This means that you are not irrevocably committed to the proposal you draft in this course and there is no reason not to complete a draft proposal. **I will consider a grade of "I" (incomplete) only under exceptional circumstances.** Any request for an incomplete must be made in writing, and accompanied by an explanation of the reason(s) for the request.

Please note that your transcript must show a letter grade for HP798 before you will be able to sit for your MHP exam/final project defense; further, the department requires that you have a letter grade for HP798 before enrolling in HP799 (Master's Project II).

Class Meetings, Topics and Assignments

Full citations for works mentioned under “readings” appear in the bibliography

January 17 **Dr. Martin Luther King, Jr. Day; Academic Holiday**

January 24 **Introduction to the MHP project process and proposal**

- The class and its expectations
- The Master’s Project: thesis vs. project; standards for an MHP project
- Doing, thinking, practice, theory, project, research
- Articulating with the grad school and historic preservation director of graduate studies (DGS)
- Overview of the MHP project process; the importance of a schedule/timeline
- Administrative timeline per graduate school
- Committees
- “Intent to graduate form”
- Scheduling the exam
- Discussion of project ideas and topics

Handouts: MHP project proposal outline (see last page of syllabus)
List of HP faculty and their graduate faculty status

Assignments: 1) Due 1/31. Create a timeline for completion of your MHP project; cover the time from now until the end of next spring semester. (Consult pp. 35-39 in Bui and chapter 3 – pp. 16-27 -- in Parsons and Knight for information about constructing a project timeline)
2) Look at the graduate school website to review master’s project requirements and forms; look at the academic calendar (available via registrar’s website) to familiarize yourself with the rhythm of related deadlines.

January 31 **The MHP project proposal and research in HP**

- Overview of the project proposal
- Parts of the project proposal; interrelationships between them
- Reasons for undertaking a study; “modes” of research: exploration, explanation, description, understanding, prediction
- Positivism and scientific method; hermeneutics and interpretation; critical and action-oriented research
- Qualitative and quantitative research and methods
- Research terminology

Handouts: MHP project proposal
HP research assignment sheet
Lanier, chapter 1 (“introduction”)
Pyrczak, Appendix A, “Quantitative and Qualitative Research: An Overview”

Readings: Bui, chapter 1 (pp. 1-20)
Parsons and Knight, chapters 1, 2, 3 and 4 (pp. 1-27)
Essays providing examples of qualitative and quantitative research

Assignments: 1) Return 2/7 with a completed HP research assignment sheet.
2) Be prepared to discuss potential object of research and research questions for your topic in class on 2/7
3) Review examples of MHP project proposals – try to identify their objects of and modes of research

February 7 Project concept and relationship to literature

- Overview of project concept statement
- Concept statement content
- What is a conceptual framework and why do I need to include one?
- Object of research
- Research questions
- Strategies of writing a project concept statement
- Interrelationships: concept statement, literature review & bibliography, methods and committee
- Primary and secondary sources
- Overview of literature review process

Handout: HP research assignment sheet
Outline for project concept statement
Fink, excerpts from chapter 1

Reading: Bui, chapter 2 (pp. 21-44); part of chapter 3 (pp. 45-50)
Pan, chapters 1 and 2
Parsons and Knight, chapters 4 and 5 (pp. 28-59)

Assignment: Due 2/14. Write a preliminary project concept statement in a paragraph or two. Include as much of the following information as possible: 1) Introduce your topic succinctly in a few sentences; 2) Identify the preservation-related problem or issue you will be investigating; 3) Identify your object of research; 4) Provide background information about the problem or site with which you'll be concerned; 5) Identify the purpose (goals) of your research; 6) Pose your research questions; 6) State the importance of your project within historic preservation practice and the literature that informs it; 7) Identify the limitations of your study

February 14 Searching for sources in library with research librarian

Handout: Kitchin and Tate, excerpt from chapter 2, "Questions to ask of Your Information Sources"
Library assignment sheet

Readings: Bui, pp. 50-69 (part of chapter 3)
Pan, chapters 3 and 4 (pp. 13-24)
Galavan, chapter 3 (pp. 17-28)
Fred Kniffen, "Louisiana House Types"

Assignments: 1) Due 2/28: library assignment sheet.
2)) Due 2/28: annotated bibliography of at least 9 sources. If your project concept includes more than one topical area, these references should include sources distributed among them. Use *Chicago Manual of Style* to format your entries. Your annotations should briefly summarize each source's content and state its applicability to your research, using the questions listed in the handout as a guide to the information they should include. Annotations should be at least three sentences long, and no longer than a short paragraph.
3) For discussion 2/28: Locate and critically read Fred Kniffen's "Louisiana House Types," which is available full text on line from UK libraries. Use the handout from Kitchen and Tate to help you evaluate the essay and identify:

- the object of the research
- the mode of research
- research questions posed
- the research's goals

- ascertain whether the research is conceptually framed in a positive, hermeneutic or critical mode
- what are the research's findings?
- does the methodology seem appropriate for the research?
- does the research meet its goals?

February 21 Proposal research time: Library work/developing Bibliography

No class meeting this week, instead, schedule individual meeting with instructor and work on developing bibliography and completing assignments.

February 28 Evaluating and interpreting research literature

- Reading critically
- Review of terms and concepts: object of research, research questions, conceptual frame, methodology, sampling, conclusions
- Differential evaluation of different sorts of studies and methods
- Refining project concept statement based upon review of literature

Handouts: Wells, "Reading Critically" or other similar essay
 Pyrczak, Appendix C: "Checklist of Evaluation Questions"
 Fink, excerpts from chapters 2, 3, 4 and 5 (case studies, narrative analysis, surveys, and correlation studies)
 Kitchen and Tate, excerpt from chapter 2, "Questions to Ask of Your Information Sources"

Readings: Pan, chapters 5 and 6 (pp. 25-39)
 Galavan, chapters 4 and 5 (pp. 29-47)
 Pyrczak, chapter 1 (1-10)

Assignment: 1) Due 3/7: Write a critical assessment of one source (essay or book chapter) relevant to your research. Turn in copy of the source along with your text.

March 7 Synthesizing information from literature

- Abstracting
- Literature Matrix

Readings: Bui, pp. 69-76 (part of chapter 3)
 Galavan, chapter 6 (pp. 49-57)

Assignment: 1) Due 3/21: Literature matrix for 12 – 15 sources relevant to your topic.
 2) For class discussion 3/21: Locate the essays TBA. Read each critically. How would you briefly describe each? What are the similarities and dissimilarities among them? Can you read "across" them? (Pages 70-72 in Bui and chapter 6 of the Galavan can help with this. Lanier reads "across" literature about the concept of region in the essay provided earlier in the semester.)

March 14 SPRING BREAK

March 21 Preparing a literature review

Handout: Guidelines for organizing literature review

Readings: Galavan, chapters 7 and 8 (pp. 59-76)
Pan, chapters 7, 8 and 9 (41-60)

March 28 Writing time: Revised project concept and preliminary literature review

No class meeting this week. Instead, schedule a meeting with the instructor about your concept statement and literature review and work on the writing assignment below.

Assignment: Return 4/4 with drafts of concept statement and literature review.

- 1) Prepare a full draft of your project concept statement, expanding and revising your earlier statement as appropriate given your reading of the relevant literature. Use the concept statement outline handout as a guide to the sorts of information that your full project concept statement should include.
- 2) Draft a preliminary literature review that articulates the “frame” (context) for your project and places your work within it. Your literature review should be synthetic in nature and cover at least 9 different sources important to your research. These should primarily include those essays and scholarly works on which you will base definitions and concepts.

April 4 Methods/Methodology and research ethics

- Methodology section of proposal
- Introduction to methods that might be used in HP research
- Discussion of methodologies appropriate for various projects
- Research Ethics; IRB

Readings: Bui, chapter 4 (pp. 77-95)
Parsons and Knight, chapters 6, 7 and 8 (pp. 60-99)
Bradshaw and Stratford in Hay, chapter 3 (pp. 37-49)

Assignments: 1) Review sources collected during bibliographic research and literature development to ascertain the methodologies used by various researchers in various situations
2) Search for at least 2 additional sources that explain “how to” accomplish a method or methods and/or employ a method or methods you plan to use in your research

April 11 Methods and Methodology continued

- Further information about methods you might employ in your research projects; specifics TBA.
- Discussion of methodologies and project concepts: how the practicalities of doing the project might lead to revision of its goals

Readings: TBA

Assignment: Due 4/25: Draft a preliminary statement of methodology. This statement should answer the following questions: What information does your project require? How will you gather it? (Add methodological “help” works to your bibliography as appropriate.) How will you analyze the information you gather? What do you expect to learn after gathering information? The easiest way to organize a statement of methodology is chronologically – in the order in which you will

conduct various research tasks. Think this through and update your master's project timeline accordingly.

April 18 Writing time

No class meeting this week. Work on your methodology

Assignments: 1) Schedule meeting with instructor to discuss methodology, committee and any other final issues.
2) Begin finalizing your proposal.

April 25 Generating your MHP final project proposal

Brief class meeting this week for Q & A and to ensure all are aware of deadlines and expectations. Work on your proposal and presentation and schedule a meeting with the instructor, should you feel the need.

Assignment: Prepare your presentation and finalize your proposal.

May 2 Student presentations

May 5 Proposals due by 5 pm

Bibliography

Readings are drawn from the following books:

- Bui, Yvonne N., *How to Write a Master's Thesis*. Los Angeles: Sage Publications, 2009
- Galvan, Jose L., *Writing Literature Reviews: A Guide for Students of the Social and Behavioral Sciences*. Los Angeles: Pyrczak Publishing, 1999
- Hay, Ian, editor, *Qualitative Research Methods in Human Geography*. Oxford University Press, 2002 [2000].
- Hoggart, Keith, Loretta Lees and Anna Davies, *Researching Human Geography*. London: Arnold Press and New York: Oxford University Press, 2002.
- Pan, M. Ling, *Preparing Literature Reviews: Qualitative and Quantitative Approaches*, 3rd edition. Los Angeles: Pyrczak Publishing, 2008
- Parsons, Tony and Peter G. Knight, *How to do Your Dissertation in Geography and Related Disciplines*, 2nd edition. London: Routledge, 2005
- Pyrczak, Fred, *Evaluating Research in Academic Journals: A Practical Guide to Realistic Evaluation*. Los Angeles: Pyrczak Publishing, 1999

I will also draw material from:

- Fink, Ariene, *Conducting Research Literature Reviews: From Paper to the Internet*. Sage Publications, 1988
- Girden, Ellen R., *Evaluating Research Articles: From Start to Finish*, 2nd edition. Sage Publications, 2001
- Kitchen, Rob and Nicholas J. Tate, *Conducting Research in Human Geography: Theory, Methodology and Practice*. Pearson/Prentice Hall, 2000.
- Lanier, Gabrielle, *The Delaware Valley in the Early Republic: Architecture, Landscape and Regional Identity*. Baltimore: Johns Hopkins University Press, 2005.
- Limb, Melanie and Claire Dwyer, *Qualitative Methodologies for Geographers: Issues and Debates*. London: Arnold Press and New York: Oxford University Press, 2001.

MHP Final Project Proposal Checklist/Outline

Once finalized, your proposal should contain the following components:

- Front cover: clear plastic or card
- Title page including proposed project title, student name and date (may be on front cover if using card stock)
- Table of contents for proposal
- Project concept statement
- Literature review
- Statement of Methodology
- Projected final project manuscript outline
- Projected timeline for completion of final project
- Bibliography
- List of committee members
- Back cover (card stock)

You need not bind your proposal for submission at the end of the semester, wait to do this until your committee chair approves your proposal and turns in a letter grade. Once that happens, you'll need to create 5 copies of your bound proposal if you have 3 committee members: one for each member of your committee, one for the DGS and one for the department archive in Bowman Hall.

MASTER OF HISTORIC PRESERVATION

Core Requirements 33 Credits
 Electives 9 Credits
 Master's Project 6 Credits
TOTAL 48 Credits

NOTES:

Proposed Grid Sheet

HP 723 will remain in the curriculum as an elective but is no longer a core requirement. It is being replaced by HP 798 as a core requirement.
 The HP Master's Project requirement is now fulfilled by two consecutive semesters of enrollment in HP 799.

I. CORE (33 hrs. required)

	Gr.	Cr.
GEO 490G American Landscapes		3
HP 601 Intro. To Historic Pres.		3
HP 602 Dynamics of Historic Pres.		3
HP 610 American Architecture I		3
HP 611 American Architecture II		3
HP 612 Documentation I		3
HP 613 Historic Structures		3
HP 614 Documentation II		3
HP 616 Preservation Design Studio		6
HP 798 Research Design		3

II. ELECTIVES (9 hrs. required)

	Gr.	Cr.

III. MASTER'S PROJECT (6 hrs.)

	Gr.	Cr.
HP 799 Master's Project		3
HP 799 Master's Project		3

TITLE OF THESIS PROJECT:

NAME

Student ID

TERM ADMITTED

TERM GRADUATED

PHOTO

THESIS COMMITTEE

CHAIR

MASTER OF HISTORIC PRESERVATION

Core Requirements 33 Credits
 Electives 9 Credits
 Master's Project 6 Credits
TOTAL 48 Credits

NOTES:

Old Grid Sheet

I. CORE (33 hrs. required)

	Gr.	Cr.
GEO 490G American Landscapes		3
HP 601 Intro. To Historic Pres.		3
HP 602 Dynamics of Historic Pres.		3
HP 610 American Architecture I		3
HP 611 American Architecture II		3
HP 612 Documentation I		3
HP 613 Historic Structures		3
HP 614 Documentation II		3
HP 616 Preservation Design Studio		6
HP 723 KY Arch. & Cultural Landscapes		3

II. ELECTIVES (9 hrs. required)

	Gr.	Cr.

III. MASTER'S PROJECT (6 hrs.)

	Gr.	Cr.
HP 798 Master's Project I		3
HP 799 Master's Project II		3

TITLE OF THESIS PROJECT:

NAME

Student ID

TERM ADMITTED

TERM GRADUATED

PHOTO

THESIS COMMITTEE

CHAIR