

COURSE TITLE:	ARCHITECTURE TALKS HISTORY: WASHINGTON STATE		
NO OF CREDITS:	3 QUARTER CREDITS [semester equivalent = 2.00 credits]	WA CLOCK HRS:	30
		OREGON PDUs:	30
		CEUs:	3.0**
INSTRUCTOR:	JOHN MOLLAN, M.S. 253/884-1679 - home 253/777-2931 - cell	<johnmollan@yahoo.com> <www.travel-study.org>	

ASSIGNMENT CHECKLIST

The assignment checklist will help you plan your work. Check off assignments as you complete them.

CLOCK, CEU, PDU, 400 LEVEL, or 500 LEVEL ASSIGNMENTS

A. INFORMATION ACQUISITION

- ___ #1: Introduce yourself with a 1-2 page background statement.
- ___ #2: Compile 3 timelines relevant to Washington's History
- ___ #3: Select one Washington city to research. Complete a timeline or write 1-2 pages.
- ___ #4: Visit the city you selected. Photograph and research a series of buildings.

If you are doing this course for Clock Hrs, PDUs or CEUs, then #4 is your final assignment.

400 & 500 LEVEL ASSIGNMENTS

B. LEARNING APPLICATION

- ___ #5: Assemble the elements above into a Power Point presentation. Send to instructor.
- ___ #6: Complete **one** of the following:
 - Develop 2-3 lessons using your presentation. Report on outcomes.
 - Prepare an assignment of your own choosing, with the instructor's prior approval

500 LEVEL ASSIGNMENT

- ___ #7: In addition to the 400 level assignment, complete **one** of the following:
 - Describe in 2-3 pages the trends in the arts during each time period.
 - Describe in a 2-3 pages how technology changed during each time period.
 - Another assignment of your own choice with the instructor's prior approval.

400 & 500 LEVEL ASSIGNMENT

C. INTEGRATION PAPER

- ___ #8: Complete a 2-3 page Integration Paper by responding to the five questions in the syllabus.

NOTES:

- You may work collaboratively with other teachers and submit joint assignments on all but the final Integration Paper, which must be individually authored and submitted.
- Alternatives to written assignments (video, audio tape, photo collage, a collection of products, letters to editor, brochure and/or Web pages) may be submitted as substitute assignments with the instructor's prior approval.
- To maintain privacy, please do not refer to students in your paper by their actual name, but rather use an alias or designation such as "Student A."

**3.0 CEUs equals 30 hours

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COURSE DESCRIPTION:

This class combines research and creativity to help the student learn about history in a creative manner. The architecture of Washington’s cities can tell us much about the unique history of its time period. After selecting a Washington city to study from the list provided, students will use photographs of at least one existing building from each era and will research both the buildings and its historical context. Learning will be demonstrated by the creation of a multimedia project that will unify local, state, national and world events for each of six eras of Washington’s history.

This class is designed for active learners of all grade levels who are creative thinkers and wish to improve their research and presentation skills.

LEARNING OUTCOMES:

Upon completion of this course, participants will:

1. Have gained appreciation of the unique buildings in their city of choice.
2. Understand how the architecture of each era reflected the historical framework of the period.
3. Have learned techniques for incorporating and integrating local, state, national and world history.
4. Have applied research or knowledge to create an original multimedia presentation that covers those periods in the state’s history.

COURSE REQUIREMENTS:

Completion of all specified assignments is required for issuance of hours or credit. The Heritage Institute does not award partial credit.

****HOURS EARNED:**

Completing the basic assignments (Section A. Information Acquisition) for this course automatically earns participants their choice of 30 Washington State Clock Hours, 30 Oregon PDUs or 3 CEUs (Continuing Education Units), which translates to 30 hours. The Heritage Institute is an approved provider of Washington State Clock Hours, Oregon PDUs, and CEUs by IACET (International Association of Continuing Education and Training, an official national and international certifier of CEUs).

UNIVERSITY QUARTER CREDIT INFORMATION

• UNIVERSITY QUARTER CREDIT OPTION 400 & 500 LEVEL

Teachers may opt to register for 3 (three) Antioch University, Seattle, 400 or 500 level quarter credits, instead of hours, and will be required to:

1. Complete all assignments for clock hours/CEUs (Section A: Information Acquisition).
2. Complete the extra reading/viewing, writing and classroom application assignments specified in the .syllabus for the 400 or 500 level credit option (Section B: Learning Application).
3. Complete an Integration Paper by answering 5 questions (Section C: Integration Paper).

• REQUIREMENTS FOR UNIVERSITY QUARTER CREDIT

Antioch University Seattle requires 75% or better for credit at the 400 level (Upper Division) and 85% or better to issue credit at the 500 level (Post-Baccalaureate). These criteria refer both to the amount of work submitted as well as the quality of work as determined by each instructor.

Teachers who register for Antioch University Seattle 400 or 500 Level Credit will be required to:

- | | |
|---|-----|
| 1. Complete Section A: Information Acquisition assignments | 30% |
| 2. Complete Section B: Learning Application assignments appropriate for your levels | 40% |
| 3. Complete Section C: Integration Paper assignment | 30% |

• CREDIT/NO CREDIT (No Letter Grades or Numeric Equivalents on Transcripts)

Antioch University Seattle Continuing Education Quarter credit is offered on a Credit/No Credit basis; neither letter grades nor numeric equivalents will show on a transcript. At the 400 level credit granted is equal to a "C" or better, and at the 500 level credit granted is equal to a "B" or better. This information is stated on the back of the transcript.

ADDITIONAL COURSE INFORMATION

RECOMMENDED TEXTBOOKS AND MATERIALS:

Since this course draws from a number of sources, no one textbook will suffice. For architectural resources, check out:

Exploring Washington's Past: a road guide to history by Kirk, Ruth. Seattle: University of Washington Press, c1990. (Excerpts are available online through Google books)

History of Washington

<http://www.secstate.wa.gov/history/>

Washington Trust for Historic Preservation

<http://www.wa-trust.org/resources.htm>

Librarians Internet Index

<http://lii.org/pub/subtopic/5353>

History Link

<http://www.historylink.org/>

MATERIALS FEE:

There are no materials fees for this course.

HEADING REQUIRED FOR ALL ASSIGNMENTS

A heading is required; please use the following format.

Your Name:

Instructor Name:

Course Number:

Course Name:

Date:

Level: Clock/ PDU/ CEU/ Credit (400 or 500)

Assignment #:

ASSIGNMENTS for CLOCK HRS/PDUs, CEUs, 400 or 500 LEVEL UNIVERSITY QUARTER CREDIT

A. INFORMATION ACQUISITION

- To gain a background in the subject matter, please complete the first 4 assignments.
- As you go through assignments #1-3, keep a journal or notes on phrases, ideas, teaching strategies or projects that especially appeal to you.
- 400 & 500 Level Participants: This journal will be the basis for changes in your own teaching, which you will consider and plan in Section B: Learning Application.

Assignment #1:

Introduce yourself with a 1-2 page background statement that includes answering the following:

What led you to choose teaching as a profession?

- Describe your current professional situation.
- What brings you the most joy in your work?
- What are the greatest challenges in your situation?
- What outcomes do you hope to achieve by taking this course?

Assignment #2:

Timelines of Washington's History

Historical eras	Description
1825-1890	Territorial period
1890-1909	Early statehood
1910-1929	War and Normalcy
1930-1949	Hard times and Wartime
1950-1969	The Postwar boom
1970 to present	Technology & Limitations

Use the historical eras chart (above) as your guideline

- Compile a timeline for each time period in the history of the world. A minimum of 4 events must be listed in each period.
- Compile a timeline for each time period in the history of the United States. A minimum of 4 events must be listed in each period.
- Compile a timeline for each time period in Washington's history. A minimum of 5 events must be listed in each period.

Assignment #3:

Researching Your City

- Select **one** of the following Washington cities for the focus of your research on building architecture: Yakima, Walla Walla, Vancouver, Spokane, Seattle, Tacoma, Port Townsend, Bellingham, Olympia, Aberdeen-Hoquiam, Wenatchee
- Select **one** of the following activities for the city you chose:
 - a. Prepare a timeline showing 10-15 key historical events in the city's history
 - b. Complete a 1-2 page paper in which you explore a part of city history most interesting to you.

Assignment #4:

Photographing and Researching Buildings

- This is a "hands-on" research assignment. You will visit the city selected in #3.
- You will photograph and research a series of buildings, **one** from each of the **six** historical periods listed above.
- Download Assignment #4 Worksheet as a guide to your format.

This completes the assignments required for Washington Clock Hours, Oregon PDUs, or CEUs. Continue to the next section for additional assignments required for University Quarter Credit.

ADDITIONAL ASSIGNMENTS REQUIRED for 400 or 500 LEVEL UNIVERSITY QUARTER CREDIT

B. LEARNING APPLICATION

In this section you will have an opportunity to apply your learning to your professional situation. This course assumes that most participants are classroom teachers who have access to students. If you are not teaching in a classroom, please contact the instructor for course modifications. If you are a classroom teacher and start or need to complete this course during the summer, please try to apply your ideas where possible, with youth from your neighborhood, at a local public library or parks department facility or summer school program.

Assignment #5: (Required for 400 and 500 Level)

Creating and integrating multimedia

- Assemble the elements above in a Power Point presentation so that the two photos of each building from Assignment #4 provides the focus for that era and can tell part of the story of Washington's history.
- Be sure to include who, what, why, where and how.
- Send a disk with your PowerPoint to the instructor.

Assignment #6: (Required for 400 and 500 Level)

Lesson Development. Complete **one** of the following:

- Develop 2-3 lessons using your presentation. After presenting this lesson to your class, report on the outcomes of these lessons.

OR

- Prepare an assignment of your own choosing, with the instructor's prior approval.

500 LEVEL ASSIGNMENT

Assignment #7: (Required for 500 Level)

Select **one** of the following:

- Describe in a 2-3 page paper: what were the trends in music, theater, visual arts or architectural styles during each time period?

OR

- Describe in a 2-3 page paper how changes in technology (i.e., transportation, communications or manufacturing) technology changed the pattern of settlement in Washington during each time period. (Examples: How did the development of the highway system in the 1930's affect the timber industry and logging towns? How did the development of suburbs affect small towns?)

OR

- Another assignment of your own choice with the instructor's prior approval.

400 & 500 LEVEL ASSIGNMENT

C. INTEGRATION PAPER

Assignment #8: (Required for 400 and 500 Level Credit)

Write a 2-3 page Integration Paper answering these questions:

1. What did you learn vs. what you expected to learn from this course?
2. What aspects of the course were most helpful and why?
3. What further knowledge and skills in this general area do you feel you need?
4. How, when and where will you use what you have learned?
5. How and with what other school or community members might you share what you learned?

INSTRUCTOR COMMENTS ON YOUR WORK:

Please indicate by email to the instructor if you would like to receive comments on your assignments. If you require a return of any materials mailed to the instructor, please include sufficient postage.

QUALIFICATIONS FOR TEACHING THIS COURSE:

John Mollan, M.S., earned a BA in Education from Western Washington University (History, Economics, and Elementary Education) and a Master of Science from Portland State University (Education/Social Science Curriculum) as well as having completed considerable postgraduate work. He taught public school for 30 years in the Evergreen School District and has been a history and social science instructor for THI since 1991.

In addition to his professional qualifications listed above, John works as a destination lecturer aboard cruise ships around the world. He is a published author and contributes regularly to travel magazines. John also serves as editor of *The Island Sounder*, a monthly newspaper, is a member of the Washington State Pioneer Society and is a lifelong resident of the state.

In other activities, John is an enthusiastic, if not particularly talented, banjo player, folksinger and songwriter.

ARCHITECTURE TALKS HISTORY: WASHINGTON STATE BIBLIOGRAPHY

PRINT MATERIALS

- Bafus, Wanda, Vancouver Barracks, and "A walk up Main Street, Vancouver USA": Vancouver, Washington, 1930's-1940's (2004)
- Berner, Richard C., Seattle, 1900-1920: From Boomtown, Urban Turbulence, to Restoration, (Seattle, 1991) Charles Press
- Buerge, David, Seattle in the 1880s, (Seattle, 1986) Historical Society of Seattle and King County
- Friedman, Nancy, Washington: The Spirit of America (Art of the State). (New York: 1999) Harry N. Abrams, Inc.
- Humphrey, Clark. Vanishing Seattle. (Charleston, SC. 2006) Arcadia Publishing
- Judson, Phoebe Goodell, A Pioneer's Search for an Ideal Home. (Lincoln 1984): University of Nebraska Press, (reprint of 1925 edition)
- Kalez, Jay J, This town of ours ... Spokane; a chronological anthology of Spokane's historical past from Indian trading post to trading center of an inland empire,(Spokane 1973) Lawton Publishing
- Kirk, Ruth, Exploring Washington's Past: a road guide to history: (Seattle, 1990.) University of Washington Press
- Landerholm, Carl, Vancouver area chronology, 1784-1958 (1960)
- Morgan, Murray, Skid Road: An Informal Portrait of Seattle, (New York, 1951) Viking Press, (many subsequent editions)
- Potts, Ralph Bushnell, Seattle Heritage, (Seattle, 1955) Superior Publishing Co.
- Schwantes, Morrissey and Nicandri, Strasser. Washington: Images of a State's Heritage. (Spokane 1989) Melior Publications
- Simpson, Peter, Port Townsend--years that are gone: an illustrated history, (Port Townsend, Wash 1979) Quimper Press
- Seattle Now and Then, Vol. I, (Seattle, 1982) Tartu Publications
- Seattle Now and Then, Vol. II, (Seattle 1984) Tartu Publications
- Stratton, David H. ed., Spokane & the Inland Empire: an interior Pacific Northwest anthology /. (Pullman, Wash. 1991) Washington State University Press
- Suffia, David and Miller, Dick, Seattle's Historical Markers, (Seattle, 1973) Seattle Times Co.

ONLINE RESOURCES

- Architecture of Washington <http://lii.org/pub/subtopic/309>
- History Link <http://www.historylink.org/>
- History of Washington <http://www.csrnet.org/csrnet/substitute/wahistory.html>
- Librarians Internet Index: city planning <http://lii.org/cs/lii/view/subject/17320>
- Picture files: cities in Washington State <http://www.photovault.com/Link/Cities/Northwest/tWashington/CNTVolume01.html>
- Washington Department of Archaeology and Historic Preservation, The economic benefits of historic preservation in Washington State:
http://www.dahp.wa.gov/pages/HistoricSites/documents/EconomicDevStudySummaryReport_000.pdf
- Puget Sound Local Resources
<http://classes.seattleu.edu/multidisciplinary/urbanstudies/resource/index.htm>

SPECIFIC CITIES

- Bellingham Historic Preservation <http://www.cob.org/services/neighborhoods/historic/>
- City of Spokane Historic Preservation Office <http://www.historicspokane.org/>
- Tacoma Historic Preservation <http://www.tacomaculture.org/historic/home.asp>