

# NEW COURSE FORM

<b>1. General Information.</b>				
a.	Submitted by the College of: Education	Today's Date: 10/04/2011		
b.	Department/Division: EPE / Educational Policy Studies and Evaluation			
c.	Contact person name: John Thelin	Email: jthelin@uky.edu	Phone: (859) 257-4996	
d.	Requested Effective Date: <input type="checkbox"/> Semester following approval	OR	<input checked="" type="checkbox"/> Specific Term/Year <sup>1</sup> : Fall 2012	
<b>2. Designation and Description of Proposed Course.</b>				
a.	Prefix and Number: EPE 350			
b.	Full Title: Town and Gown in Fact and Fiction: Campus and Community as Local History			
c.	Transcript Title (if full title is more than 40 characters): Town and Gown in Fact and Fiction			
d.	To be Cross-Listed <sup>2</sup> with (Prefix and Number): _____			
e.	Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours <sup>3</sup> for each meeting pattern type.			
	1.5 Lecture	_____ Laboratory <sup>1</sup>	_____ Recitation	1 Discussion
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research
	_____ Residency	_____ Studio	_____ Other – Please explain: _____	
f.	Identify a grading system: <input checked="" type="checkbox"/> Letter (A, B, C, etc.) <input type="checkbox"/> Pass/Fail			
g.	Number of credits: 3			
h.	Is this course 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.	Course Description for Bulletin:	The study of campus and community - "Town and Gown" -- as part of local history. It includes reading a variety of sources – novels, memoirs, historical documents, and scholarly articles plus field studies		
j.	Prerequisites, if any: junior standing or higher			
k.	Will this course also be offered through Distance Learning?			YES <sup>4</sup> <input type="checkbox"/> NO <input checked="" type="checkbox"/>
l.	Supplementary teaching component, if any: <input checked="" type="checkbox"/> Community-Based Experience <input checked="" type="checkbox"/> Service Learning <input checked="" type="checkbox"/> Both			
<b>3.</b>	<b>Will this course be taught off campus?</b>			YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
<b>4. Frequency of Course Offering.</b>				
a.	Course will be offered (check all that apply): <input checked="" type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input checked="" type="checkbox"/> Summer			

<sup>1</sup> Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

<sup>2</sup> The chair of the cross-listing department must sign off on the Signature Routing Log.

<sup>3</sup> In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

<sup>4</sup> You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

## NEW COURSE FORM

<b>b.</b>	Will the course be offered every year?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If NO, explain: Based on EPE faculty loads and campus wide student demands		
<b>5.</b>	<b>Are facilities and personnel necessary for the proposed new course available?</b>	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
	If NO, explain: _____		
<b>6.</b>	<b>What enrollment (per section per semester) may reasonably be expected?</b>	15 to 20 -- limited to 20 max	
<b>7.</b>	<b>Anticipated Student Demand.</b>		
<b>a.</b>	Will this course serve students primarily within the degree program?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
<b>b.</b>	Will it be of interest to a significant number of students outside the degree pgm?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
	If YES, explain: Already approved by UK university wide General Education committee and Provost for the Humanities Inquiry component of the UK Core		
<b>8.</b>	<b>Check the category most applicable to this course:</b>		
	<input type="checkbox"/> Traditional – Offered in Corresponding Departments at Universities Elsewhere		
	<input type="checkbox"/> Relatively New – Now Being Widely Established		
	<input checked="" type="checkbox"/> Not Yet Found in Many (or Any) Other Universities		
<b>9.</b>	<b>Course Relationship to Program(s).</b>		
<b>a.</b>	Is this course part of a proposed new program?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
	If YES, name the proposed new program: UK Core (formerly Gen Ed)(Humanities Intellectual Inquiry)		
<b>b.</b>	Will this course be a new requirement <sup>5</sup> for ANY program?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
	If YES <sup>5</sup> , list affected programs: Humanities -- Intellectual Inquiry component of UK Core		
<b>10.</b>	<b>Information to be Placed on Syllabus.</b>		
<b>a.</b>	Is the course 400G or 500?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES, the <i>differentiation for undergraduate and graduate students must be included</i> in the information required in <b>10.b</b> . You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See <i>SR 3.1.4.</i> )		
<b>b.</b>	<input checked="" type="checkbox"/> The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from <b>10.a</b> above) are attached.		

<sup>5</sup> In order to change a program, a program change form must also be submitted.

# NEW COURSE FORM

## Signature Routing Log

**General Information:**




Course Prefix and Number: EPE 3xx (requires a new number)

Proposal Contact Person Name: John Thelin Phone: 257-4996 Email: jthelin@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
EPE DEPT, COE	MARCH 8, 2011	JOHN THELIN   257 4996   JTHELIN@UKY.EDU	
CTC Committee	3/28/11	ACTING CHAIR Doug Smith   7-1824   desmito@uky.edu	
College of Ed	4/4/11	Steve Parker   7-5443   sparker@uky.edu	
		/ /	
		/ /	

**External-to-College Approvals:**

Council	Date Approved	Signature	Approval of Revision <sup>6</sup>
Undergraduate Council	10/11/2011	S.Gill sgill@uky.edu	
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

**Comments:**

This course proposal was approved in July 2010 by the UK General Education Committee. Contact person for information on this is Assistant Provost Nichole Knutsen

<sup>6</sup> Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.



**EPE 350: Town & Gown in Fact and Fiction:  
Campus and Community as Local History**

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Syllabus (Revised Draft of October 4, 2011)

**Instructor: Prof. John R. Thelin**  
**Educational Policy Studies & Evaluation Department**  
**131 Taylor Education Building**  
**Telephone: (859) 257-4996 and E-Mail: [jthelin@uky.edu](mailto:jthelin@uky.edu)**  
**Office Hours: Tuesday and Thursday, 1 to 2:30 and by appointment**

**Course Description:** The study of campus and community – “Town and Gown” – as part of local history. It includes reading a variety of sources – novels, memoirs, historical documents, and scholarly articles – plus field studies.

**Course Prospectus:** The relationships of campus and communities – often known as “Town and Gown” – have an interesting heritage. This course sets out to make “Town and Gown” part of local history. It includes reading a variety of sources – novels, memoirs, historical documents, and scholarly articles – to allow you to gain an appreciation for “Town and Gown” in both the present and past. Second, it provides a good opportunity for you to connect and consider your own experience as a college student and local citizen in light of broad historical perspective. Third, I will try to provide interesting assignments that give you a chance to work actively as an historian who explores questions and solves puzzles related to campus and community, past and present. This course has been approved to fulfill the university’s General Education requirement for a course in Humanities.

**Prerequisites:** Eligibility to enroll in a 300 level course.

**Required Books:** Please purchase the following books which will be required readings:

- David E. Kyvig and Myron A. Marty, Nearby History: Exploring the Past Around You
- Carl B. Cone, The University of Kentucky: A Pictorial History
- James Deetz, In Small Things Forgotten: An Archaeology of Early American Life
- Louis Auchincloss’s 1964 novel, The Rector of Justin
- Jack Finney’s 1970 novel, Time and Again
- Thomas Bender, Editor, The University and the City: From Medieval Origins to the Present

**Suggested Readings:** In addition to the required readings I will hand out or send as e-mail attachments each week some historical documents, short articles, memoirs, and essays that illuminate topics we are discussing.

**Additional Resources:** For each weekly topic I will list under the category of some books or works that may be interesting and useful to you **if** you wish to read in depth on a particular topic. These are optional works, many of which might be interesting for advanced scholarship on a particular topic.

**Course Format:** This course relies on the notion of “cross training” in which the form and tempo of your scholarly work shifts back and forth over time to time. In other words, during the semester you will have a succession of intense class meetings punctuated from time to time by a week or two in which you work on individual or group research projects. The aim is to give you time to rest and reflect between projects. Each class session will be a combination of discussion, lecture, and student presentations. We also will have the benefit of listening to some guest speakers who are highly regarded for their research and projects. Most important to keep in mind is that our historical research and discussions are active endeavors, not spectator sports.

**Assignments and Evaluations:** Reading assignments listed on the syllabus for each week should be completed prior to class meeting. Your semester grade also will be based on your work on a major paper, a group project, and essay assignments. . You should hand in a hard copy of your paper to me – and also send me a copy as an e-mail attachment. Please be certain to keep a back-up copy of all your papers

Assignments total one hundred (100) points and will be weighted as follows for determining a student's grade in the course:

- Autobiography: Your brief memoir of your own undergraduate experience written for your 20<sup>th</sup> anniversary class reunion. (10 points)
- Artifact: Analysis of a monument or memento of campus life. (10 points)
- Architecture: Analysis of a campus or civic building (10 points)
- Anatomy of Institutions: The novel as history (10 points)
- Images of Organizations: Depicting a campus or community (10 points)
- Cliometrics: Solving puzzles of historical statistics (10 points)
- Our Town and Gown: Analysis of UK and Lexington (10 points)
- Final Research Project and Presentation (15 points)
- Participation in and Contribution to Class Discussions (15 points)

**Grades:** Grades both for each assignment and for the cumulative final semester performance will be assigned as follows: 90% to 100% is an A; 80% to 89% is a B; 70% to 79% is a C; 60% to 69% is a D. Below 60% is an E.

**Completeness and Promptness:** Only assignments submitted complete and on time will be considered for full credit. **All assignments must be typed unless otherwise instructed.**

**Assignment Format:** All assignments will be submitted via **Microsoft Word as e-mail attachment documents** -- unless otherwise indicated or stated. It is highly recommended you : save all your work electronically and also a hardcopy for your records before turning it in. The following format is required for every assignment submitted. Deviating from the format may result in reduced points, returned paper, or rejection of the assignment completely. All submissions must be typed, in 12 point Times New Roman or Garamond or similar font, with 1" margins all the way around. A **cover page** specifying the assignment, due date, instructor's name, and student's name must be included. Please name your files as follows: **lastname.assignment name** (example: schroeder.article2). Assignments are **due at class meeting on the day they are due** unless otherwise noted by the instructor.

**Late Assignments:** Only assignments submitted complete and on time will be considered for full credit. Any assignments turned in more than one week late will receive zero points.

**Attendance:** Attendance of individuals in the class is required, and university rules regarding absences will be followed. Exchange of ideas is essential for the learning that occurs in this class. In most class meetings, students work in pairs and/or in groups. The absence of one individual affects the performance of all persons working in the group. If you are absent, it is each student's responsibility to make up the work and provide evidence that the absence was excused. Without this evidence, the absence will be considered unexcused. Two tardies, whether arriving late or leaving early, equals one unexcused absence. I reserve the right to lower your final grade one letter grade your grade for each unexcused absence.

**Excused Absences (boilerplate):**

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

**Verification of Absences:** Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

**Academic Integrity:** Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else’s work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student’s assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to

be a part of the public domain (Section 6.3.1).

**Please note:** Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

**Accommodations due to Disability:** If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

**Participation:** You are expected to be an active participant in this class, and to demonstrate participation in a variety of ways. Participation may include: Contributing in discussions, asking constructive questions, corresponding to peers or instructor, demonstrating active listening (taking notes, paying attention, etc.), and communicating with the instructor via office meetings and/or email.

Attendance, participation, and professionalism will be assessed holistically based on the above criteria, and will be used to determine the outcome of borderline grades. In cases of extreme or frequent misconduct, the instructor reserves the right to dismiss a student from class and notify the department and college for potential disciplinary action.

In relation to participation and expectations for student behavior, cell phones need to be kept off during class meetings. If you are on call for emergency reasons please alert the instructor. Note taking and in-class work via laptop computers is acceptable. Social networking, writing emails, texting, or reading sources unrelated to class content are unacceptable. You are encouraged to communicate regularly with the instructor so that you are aware of your standing. This may be accomplished via face to face meetings during office hours and via email.

**Academic Conduct and Courtesies: The University as a Civil Community:** The University of Kentucky is a civil community whose code of conduct as enforced by the Office of the Provost is that members treat one another with civility and respect. Harassment, bullying and rude discourteous behavior are prohibited in the academic classroom and seminar. The course will be conducted with openness and respect to all individuals' points of view and experience. The activities and discussions will not tolerate discrimination or prejudice toward any person or group's religion, ethnicity, disability, gender, or sexual orientation.

**Ethics Statement:** This course and its participants will not tolerate discrimination, violence, or vandalism. The University of Kentucky is an Affirmative Action and Equal Opportunity institution and affirms its dedication to non-discrimination on the basis of race, color, religion, gender, age, sexual orientation, domestic partner status, national origin, or disability in employment, programs, and services. Our commitment to non-discrimination and affirmation action embraces the entire university community including faculty, staff, and students.



**Student Learning Outcomes Compact** : In compliance with University of Kentucky academic requirements, this section of the syllabus constitutes a compact between student and instructor regarding student outcomes and learning in the course. To follow from the preceding section on assignments and evaluations, I propose the following student learning outcomes:

- Autobiography: Your demonstration of your ability to write a clear, brief memoir of your own undergraduate experience written for your 20<sup>th</sup> anniversary class reunion.
- Artifact: Your demonstration of your ability to analyze a monument or memento of campus life in accordance with a list of guidelines for observation and informed commentary.
- Architecture: Your demonstration of your ability to analyze a selected campus building, relying on a list of systematic criteria.
- Anatomy of Institutions: Your demonstration of your ability to analyze the structure and culture of a selected campus or academic unit based on systematic criteria.
- Images of Organizations: Your demonstration of your ability to analyze and describe a selected academic institution in light of systematic criteria
- Cliometrics: Your ability to demonstrate your skill at solving puzzles and making informed estimates of historical statistics based on systematic criteria
- Our Town and Gown: Your demonstration of your ability to provide an informed commentary and analysis on relationships of Lexington and the University of Kentucky, or of another approved campus and community, according to systematic criteria
- Final Research Project and Presentation: Your demonstration of your ability to formulate a significant research question and topic based on issues associated with the course readings and discussion.
- Participation in and Contribution to Class Discussions Your demonstration of your ability to contribute at class meetings with informed commentary and discussion on assigned themes and topics.

## **Calendar of Semester Topics, Readings and Assignments**

### **Week No. 1**

#### **Looking Backward: Exploring the Heritage of Town and Gown**

- Readings:** Henry Seidel Canby's 1936 memoir, "The College Town"
- Anthony Wood's 1661 account of the 1354 century "Riot at Oxford"
- Carl B. Cone, The University of Kentucky: A Pictorial History
- Buckminster Fuller, Class of 1917, Memoir of Harvard College in Jeffrey L. Lant, Editor, Our Harvard: Reflections on College Life by Twenty-Two Distinguished Graduates (1982).
- David E. Kyvig and Myron A. Marty, Nearby History: Exploring the Past Around Y  
Ch. 1. "Why Nearby History?"  
Ch. 2. "What Can Be Done Nearby?"
- Thomas Bender, Editor, The University and the City: From Medieval Origins to the Present (1988)

### **Assignment No. 1 Handed Out**

### **Week No. 2**

#### **Artifacts: The Historian as Detective in the Campus and Community**

- Readings:** Carl B. Cone, The University of Kentucky: A Pictorial History
- James Deetz, In Small Things Forgotten: Archaeology of Early American Life
- Allison Schneider, "Empty Tables at the Faculty Club Worry Some Academics,"  
Chronicle of Higher Education (June 13, 1997) p. A12.
- David E. Kyvig and Myron A. Marty, Nearby History: Exploring the Past Around You  
Ch. 11 "Artifacts"

### **Assignment No. 1 is due**

### **Assignment No. 2 Handed Out**

### Week No. 3

#### **Architecture as an Historical Source: Bringing Bricks and Mortars to Life**

**Readings:** David E. Kyvig and Myron A. Marty, Nearby History: Exploring the Past Around You  
Ch. 9 “Landscapes and Buildings”

**Resources:** Jean Block, The Uses of Gothic: Planning and Building the Campus of the University of Chicago, 1892 to 1932 (1983)

William E. King, If Gargoyles Could Talk: Sketches of Duke University (1997)

Paul Venable Turner, Campus: An American Planning Tradition (1987)

**Assignment No. 2 is due**

**Assignment No. 3 handed out**

### Week No. 4

#### **Anatomy of an Institution: The Campus as a Distinctive Community**

**Readings:** Louis Auchincloss’s 1964 novel, The Rector of Justin

David E. Kyvig and Myron A. Marty, Nearby History: Exploring the Past Around You  
Ch. 3 “Traces and Story Telling”

**Resource** Helen Lefkowitz Horowitz, Campus Life

**Assignment No. 4 Handed Out**

### Week No. 5

#### **Anatomy of an Institution: The Novel as History**

**Readings:** Louis Auchincloss’s 1964 novel, The Rector of Justin

## Week No. 6

### **Urban Renewal: Using Fiction to Bring a City Back to Life**

**Readings:** Jack Finney's 1970 novel, Time and Again (continued)

Nathan Glazer, "Facing Three Ways: City and University in New York Since World War II," in Thomas Bender, Editor, The University and the City, pp. 267-289 (1988).

### **Assignment No. 3 is due**

## Week No. 7

### **Thanks for the Memories: Student Recollections of Going to College**

**Readings:** James Thurber, "University Days" memoir of Ohio State University (circa 1919)

Robert Benchley, "What College Did to Me" (circa 1912)

Louise Blecher Rose, "The Secret Life of Sarah Lawrence," Commentary (May 1983) pp. 52-56.

David E. Kyvig and Myron A. Marty, Nearby History: Exploring the Past Around You Ch. 6 "Oral Documents"

**Resources:** Carolyn B. Matalene and Katherine C. Reynolds, Carolina Voices: Two Hundred Years of Student Experiences at the University of South Carolina (2001)

### **Assignment No. 5 Handed Out**

## Week No. 8

### **Archives: Alma Mater, Lost and Found**

**Readings:** "Archives: Everything from Brown's Original Charter," Brown Alumni Monthly (November 1975) pp. 17-20.

John R. Thelin, "Archives and the Cure for Institutional Amnesia: College and University Saga as Part of the Campus Memory," Journal of Archival Organization (January-June 2009) vol. 7, nos. 1 & 2, pp. 4-15.

David E. Kyvig and Myron A. Marty, Nearby History: Exploring the Past Around You  
ch. 4 Published Documents  
ch. 5 Unpublished Documents

**Assignment No. 4 is due**

**Unit 9:**

**The College Town:  
The Convergence of City and Campus**

**Readings:** Daniel J. Boorstin, “The Booster College” in The Americans: The Democratic Experience (1973).

Edward Shils, “The University, The City, and the World: Chicago and the University of Chicago,” in Thomas Bender, Editor, The University and the City, pp. 210-230.

**Resources:** Blake Gumprecht, The American College Town (2008)

**Assignment No. 5 is due**

**Week No. 10**

**“Cliometrics”:  
The Art and Science of Historical Statistics**

**Readings:** Ed Crews, "How Much Was That in 'Today's' Money?,"  
Colonial Williamsburg Magazine (Summer 2002) (vol. XXIV)  
no. 2, pp. 20-25.

David E. Kyvig and Myron A. Marty, Nearby History: Exploring the Past Around You

John R. Thelin, “Why College Costs So Much,” Wall Street Journal (December 5, 1985)

**Resources:** Carlo Cipolla, Literacy and Development in the West

Margery Somers Foster, “Out of Smalle Beginnings:” An Economic History of Harvard College in the Puritan Period

**Assignment No. 6: Hand Out Guidelines:** This is an “in class” group assignment

## **Week No. 11**

### **Hollywood as History: Movies and the Depiction of Town and Gown**

**Readings:** David E. Kyvig and Myron A. Marty, Nearby History: Exploring the Past Around You  
Ch. 7 “Visual Documents”

**Resources:** Oliver Jensen, A College Album: Or, Rah, Rah, Yesterday!

**Movies:** The Marx Brothers in Horsefeathers (1931)

The Paper Chase (1973)

## **Week No. 12**

### **Our Own Town and Gown: Campus and Community of Lexington in Historical Perspective**

**Resources:** Carl A. Cone, The University of Kentucky: A Pictorial History

Kolan Thomas Morelock, Taking the Town: Collegiate and Community Culture in the Bluegrass, 1880-1917

**Assignment No. 7 is handed out**

## **Week No. 13**

### **The Historian’s Workshop: Presentations and Discussion of Your Own Original Research Projects**

**Readings:** David E. Kyvig and Myron A. Marty, Nearby History: Exploring the Past Around You  
Ch. 11: “Research, Writing and Leaving a Record”  
Ch. 12: “Linking the Particular and the Universal”

**Resources:** David Hackett Fischer, Historians’ Fallacies: Toward a Logic of Historical Thought

**Assignment No. 8 is handed out**

## **Week No. 14:**

### **The Historian’s Workshop: Presentations and Discussion of Your Own Original Research Projects**

**Assignment No. 7 is due**

**Week No. 15**

**The Historian as a Tourist in a Strange Land:  
Past, Present and Future:**

**Readings:**

Clark Kerr, "The Future of the City of the Intellect," The Uses of the University,  
ch. 3.

Carl B. Cone, The University of Kentucky: A Pictorial History

**Assignment No. 8 is due: Final Project**



July 8, 2010

**Associate Provost for  
Undergraduate Education**  
217 Funkhouser Building  
Lexington, KY 40506-0054

859 257-3027  
Fax 859 323-1932

[www.uky.edu/ugs](http://www.uky.edu/ugs)

MEMORANDUM

To: Dr. John Thelin  
Educational Policy Studies and Evaluation

From: Nichole Knutson  
Office of Undergraduate Education

Re: Status of General Education Course Submission

I am pleased to inform you that your proposed General Education course,

***Town and Gown in Fact and Fiction: Campus and Community as Local History***

has been approved as meeting the General Education course template in the area of

***Foundations of Inquiry: Humanities***

The Humanities vetting team found that the course met all five learning outcomes as outlined on the course template.

As a new submission, the Undergraduate Council must still evaluate this course for inclusion in the course catalog. If you have not yet submitted this course for permanent inclusion in the UK course catalog, please do submit it to your departmental committee with the appropriate forms as soon as possible. You will be notified through normal channels as to the final status of the course.

We look forward to the inclusion of this course in the new General Education curriculum. If you have questions, do not hesitate to contact me.

C: Dean, Associate Dean, Chair, Dr. Bill Rayens