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SENATE COUNCIL**Course Information**

Date Submitted: 10/21/2014

Current Prefix and Number: EPE - Edc. Policy Studies & Eval. , EPE 797 HISTORICAL RES ON ED

Other Course:

Proposed Prefix and Number: EPE 797

What type of change is being proposed?

Major – Add Distance Learning

Should this course be a UK Core Course? No

1. General Information

a. Submitted by the College of: EDUCATION

b. Department/Division: Educational Policy Studies and Evaluatio

c. Is there a change in 'ownership' of the course? No

If YES, what college/department will offer the course instead: Select...

e. Contact Person

Name: John Thelin

Email: jthelin@uky.edu

Phone: 257-4996

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

f. Requested Effective Date

Semester Following Approval: Yes OR Effective Semester:

2. Designation and Description of Proposed Course

a. Current Distance Learning (DL) Status: Please Add

b. Full Title: HISTORICAL RESEARCH ON EDUCATION

Proposed Title: Historical Research on Education (DL Format)

c. Current Transcript Title: HISTORICAL RES ON ED

Proposed Transcript Title:

d. Current Cross-listing: none

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

Proposed Meeting Patterns

LECTURE: 45

f. Current Grading System: Graduate School Grade Scale

Proposed Grading System: *Graduate School Grade Scale*

g. Current number of credit hours: 3

Proposed number of credit hours: 3

h. Currently, is this course repeatable for additional credit? No

Proposed to be repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester? No

2i. Current Course Description for Bulletin: Advanced historical research and writing on issues in the study of education.

Proposed Course Description for Bulletin: Advanced historical research and writing on issues in the study of education taught in Distance Learning (DL) asynchronous format

2j. Current Prerequisites, if any:

Proposed Prerequisites, if any:

2k. Current Supplementary Teaching Component:

Proposed Supplementary Teaching Component:

3. Currently, is this course taught off campus? No

Proposed to be taught off campus? No

If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed? No

If YES, explain and offer brief rationale:

5a. Are there other depts. and/or pgms that could be affected by the proposed change? Yes

If YES, identify the depts. and/or pgms: Several graduate programs in the College of Education and potentially in other academic colleges whose graduate students seek a Distance Learning format for this graduate research course on how to conduct historical research on education

5b. Will modifying this course result in a new requirement of ANY program? No

If YES, list the program(s) here:

6. Check box if changed to 400G or 500: No

Distance Learning Form

Instructor Name: John Thelin

Instructor Email: jthelin@uky.edu

Internet/Web-based: Yes

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations? semester-long, weekly group discussions by use of Blackboard discussion threads individual graduate student discussions via e-mail with instructor

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc. course requirements (readings, written projects, research papers, class discussions) are the same as those with traditional format for EPE 797

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc. This DL course utilizes and abides by all UK DL and Senate protocols and formats as a means to assure compliance

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above? Not at this time -- this DL course is intended to fit into existing College of Education graduate programs However, EPE colleagues are drafting a proposal for a new MS in Research which will be in DL

If yes, which percentage, and which program(s)? new proposed EPE MS in Research

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting? Graduate students taking DL EPE 797 are assured access to requisite student services by using the Distance Learning Center help line

6. How do course requirements ensure that students make appropriate use of learning resources? As per attached syllabus, a combination of required assigned textbooks to be purchased, links or Blackboard copies of a wide range of pertinent scholarly articles, and a list of recommended supplementary scholarly books, combined with individual research assignments using archival materials in person or via internet assures student access to learning resources

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. Posting of numerous pertinent article and journal links on Blackboard for this course Also, increasingly archival holdings and documents from colleges and universities nationwide are readily accessible via internet -- very helpful development which is continually expanding and improving

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)? Yes, the syllabus outlines students rights and responsibilities as per DL office guidelines and the DL help desk

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? YES

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology. n/a

10. Does the syllabus contain all the required components? YES

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name: John R. Thelin (March 6, 2014)

SIGNATURE|BETHG|Beth L Goldstein|EPE 797 CHANGE Dept Review|20140315

SIGNATURE|MYRT|Martha L Geoghegan|EPE 797 CHANGE College Review|20140512

SIGNATURE|ZNNIKO0|Roshan N Nikou|EPE 797 CHANGE Graduate Council Review|20141024

Courses	Request Tracking
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Course Change Form

https://myuk.uky.edu/sap/bc/soap/rfc?services=

Open in full window to print or save

Generate R

Attachments:

Browse...

Upload File

ID	Attachment
Delete 3902	TheIn DL EPE 797 Historical Research on Education

First 1 Last

Select saved project to retrieve...

Get New

NOTE: Start form entry by choosing the Current Prefix and Number (*denotes required fields)

Current Prefix and Number:	EPE - Edc. Policy Studies & Eval. EPE 797 HISTORICAL RES ON ED	Proposed Prefix & Number: (example: PHY 401G) <input type="checkbox"/> Check if same as current	EPE 797
* What type of change is being proposed?	<input type="checkbox"/> Major Change <input checked="" type="checkbox"/> Major - Add Distance Learning <input type="checkbox"/> Minor - change in number within the same hundred series, exception 601 the same "hundred series" <input type="checkbox"/> Minor - editorial change in course title or description which does not imp in content or emphasis <input type="checkbox"/> Minor - a change in prerequisite(s) which does not imply a change in cou content or emphasis, or which is made necessary by the elimination or signi alteration of the prerequisite(s) <input type="checkbox"/> Minor - a cross listing of a course as described above		
Should this course be a UK Core Course? <input type="radio"/> Yes <input checked="" type="radio"/> No			
If YES, check the areas that apply:			
<input type="checkbox"/> Inquiry - Arts & Creativity <input type="checkbox"/> Composition & Communications - II <input type="checkbox"/> Inquiry - Humanities <input type="checkbox"/> Quantitative Foundations <input type="checkbox"/> Inquiry - Nat/Math/Phys Sci <input type="checkbox"/> Statistical Inferential Reasoning <input type="checkbox"/> Inquiry - Social Sciences <input type="checkbox"/> U.S. Citizenship, Community, Diversity <input type="checkbox"/> Composition & Communications - I <input type="checkbox"/> Global Dynamics			
1. General Information			
a.	Submitted by the College of: EDUCATION	Submission Date:	10/21/2014
b.	Department/Division:	Educational Policy Studies and Evaluatio	
c.*	Is there a change in "ownership" of the course? <input type="radio"/> Yes <input checked="" type="radio"/> No If YES, what college/department will offer the course instead? <input type="text" value="Select..."/>		
e.*	* Contact Person Name: John Thelin	Email: jthelin@uky.edu	Phone: 257-4996
	* Responsible Faculty ID (if different from Contact)	Email:	Phone:
f.*	Requested Effective Date:	<input checked="" type="checkbox"/> Semester Following Approval	OR <input type="checkbox"/> Specific Term: <input type="text" value="2"/>
2. Designation and Description of Proposed Course.			
a.	Current Distance Learning (DL) Status:	<input type="radio"/> N/A <input type="radio"/> Already approved for DL* <input checked="" type="radio"/> Please Add <input type="radio"/> 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) tha proposed changes do not affect DL delivery.			
b.	Full Title:	HISTORICAL RESEARCH ON EDUCATION	Proposed Title: * Historical Research on Education (DL Format)
c.	Current Transcript Title (if full title is more than 40 characters):	HISTORICAL RES ON ED	
c.	Proposed Transcript Title (if full title is more than 40 characters):		

d. Current Cross-listing: <input type="checkbox"/> N/A		OR	Currently ³ Cross-listed with (Prefix & Number):	none	
Proposed - ADD ³ Cross-listing (Prefix & Number):					
Proposed - 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:	Lecture	Laboratory ³	Recitation	Discussion	Indep. Study
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar	Studio	Other Please explain:		
Proposed: *	Lecture 45	Laboratory ⁵	Recitation	Discussion	Indep. Study
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar	Studio	Other Please explain:		
f. Current Grading System:		Graduate School Grade Scale			
Proposed Grading System:*		<input type="radio"/> Letter (A, B, C, etc.) <input type="radio"/> Pass/Fail <input type="radio"/> Medicine Numeric Grade (Non-medical students will receive a letter grade) <input checked="" type="radio"/> Graduate School Grade Scale			
g. Current number of credit hours:	3	Proposed number of credit hours:*	3		
h.* Currently, is this course repeatable for additional credit?				<input type="radio"/> Yes <input checked="" type="radio"/> No	
* Proposed to be repeatable for additional credit?				<input type="radio"/> Yes <input checked="" type="radio"/> No	
If YES:	Maximum number of credit hours:				
If YES:	Will this course allow multiple registrations during the same semester?			<input type="radio"/> Yes <input checked="" type="radio"/> No	
i. Current Course Description for Bulletin:					
Advanced historical research and writing on issues in the study of education.					
* Proposed Course Description for Bulletin:					
Advanced historical research and writing on issues in the study of education taught in Distance Learning (DL) asynchronous format					
j. Current Prerequisites, if any:					
* Proposed Prerequisites, if any:					
k. Current Supplementary Teaching Component, if any:					
<input type="radio"/> Community-Based Experience					

	<input type="radio"/> Service Learning <input type="radio"/> Both
Proposed Supplementary Teaching Component:	<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both <input type="radio"/> No Change
3. Currently, is this course taught off campus?	<input type="radio"/> Yes <input checked="" type="radio"/> No
* Proposed to be taught off campus?	<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES, enter the off campus address:	
4.* Are significant changes in content/student learning outcomes of the course being proposed?	<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES, explain and offer brief rationale:	
5. Course Relationship to Program(s).	
a.* Are there other depts and/or pgms that could be affected by the proposed change?	<input checked="" type="radio"/> Yes <input type="radio"/> No
If YES, identify the depts. and/or pgms:	
Several graduate programs in the College of Education and potentially in other academic colleges whose graduate students seek a Distance Learning format for this graduate research course on how to conduct historical research on education	
b.* Will modifying this course result in a new requirement² for ANY program?	<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES ² , list the program(s) here:	
6. Information to be Placed on Syllabus.	
a. <input type="checkbox"/> Check box if changed to 400G or 500.	If changed to 400G- or 500-level course you must send in a syllabus and <i>you must include the differentiator</i> between undergraduate and graduate students by: (i) requiring additional assignments by the graduate student and/or (ii) establishing different grading criteria in the course for graduate students. (See SR 3.1.4.)

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for I
All fields are required!

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructor not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies.

A number of specific requirements are listed for DL courses. **The department proposing the change in delivery method is responsible for ensuring that the requirements below are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix: EPE 797 (DL)	Date: 3/6/2014
Instructor Name: John Thelin	Instructor Email: jthelin@uky.edu

Check the method below that best reflects how the majority of the course content will be delivered.

Internet/Web-based
 Interactive Video
 Hybrid

Curriculum and Instruction

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

semester-long, weekly group discussions by use of Blackboard discussion threads
individual graduate student discussions via e-mail with instructor

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.
 course requirements (readings, written projects, research papers, class discussions) are the same as those with traditional format for EPE 797

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.
 This DL course utilizes and abides by all UK DL and Senate protocols and formats as a means to assure compliance

4. Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via a DL, as defined above?

Not at this time -- this DL course is intended to fit into existing College of Education graduate programs
 However, EPE colleagues are drafting a proposal for a new MS in Research which will be in DL

Which percentage, and which program(s)?
 new proposed EPE MS in Research

*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery will be six months from the date of approval.

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?
 Graduate students taking DL EPE 797 are assured access to requisite student services by using the Distance Learning Center help line

Library and Learning Resources

6. How do course requirements ensure that students make appropriate use of learning resources?

As per attached syllabus, a combination of required assigned textbooks to be purchased, links or Blackboard copies of a wide range of pertinent scholarly articles, and a list of recommended supplementary scholarly

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

Posting of numerous pertinent article and journal links on Blackboard for this course
 Also, increasingly archival holdings and documents from colleges and universities nationwide are readily

Student Services

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

Yes, the syllabus outlines students rights and responsibilities as per DL office guidelines and the DL help desk

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?

- Yes
 No

If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

n/a

10. Does the syllabus contain all the required components, below? Yes

- Instructor's *virtual* office hours, if any.
- The technological requirements for the course.
- Contact information for Distance Learning programs (<http://www.uky.edu/DistanceLearning>) and Information Technology Customer Service Center (<http://www.uky.edu/UKIT/Help/>; 859-218-HELP).
- Procedure for resolving technical complaints.
- Preferred method for reaching instructor, e.g. email, phone, text message.
- Maximum timeframe for responding to student communications.
- Language pertaining academic accommodations:
 - "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu."
- Specific dates of face-to-face or synchronous class meetings, if any.
- Information on Distance Learning Library Services (<http://www.uky.edu/Libraries/DLIS>)
 - Carla Cantagallo, DL Librarian
 - Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
 - Email: dlservice@email.uky.edu
 - DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?web_id=253&lib_id=16

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

John R. Thelin (March 6, 2014)



EPE 797: Historical Research on Education

For Spring Semester 2015: Distance Learning Section

Proposal Filed March 2014

Instructor: John R. Thelin, Professor, Educational Policy Studies Department (EPE)

Office Address: 136A Taylor Education Building

Telephone: (859) 257-4996

Virtual Office Hours: Arranged individually through e-mail, Blackboard, teleconference, or adobe-connect.

Technology Requirements: Computer with internet access to UK computer facilities.
Access to digital video recorder, webcams, real player or related playback system.
Access to University of Kentucky Blackboard.

Technology Assistance: Contact the Information Technology Center (ITC) customer service desk at (859) 218-HELP (218-4357). Also, the toll free number for this service is 1-877-481-UKIT (481-8548). For additional information on the Distance Learning resources, please use the link <http://www.uky.edu/DistanceLearning/current/technology/ukit.html>

Preferred Method to Contact the Instructor: E-mail or Blackboard

Anticipated Response Time: One to Two days, unless students have been notified otherwise.

Information on Distance Learning Library Service: <http://www.uky/Libraries/DLLS>

DL Librarian: Carla Cantagallo, DL Librarian: (859) 257-0500 ext. 2171 or (800) 828-0439 option 6, dllservice@email.uky.edu

E-mail: jthelin@uky.edu

Telephone: (859) 257-4996

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Course Description

This graduate course presented in **Distance Learning Format** via the internet and Black Board introduces some ways to encourage you to incorporate historical perspective and data in your writing and research about significant, substantive educational issues. Whereas many courses emphasize the specific subject matter about a particular era or institution, here the emphasis is on discerning how historians of education frame a research question, develop analytic approaches, and then gather and make sense of diverse data sources to explore complex, important questions.

The course includes emphasis on **interdisciplinary cooperation and collaboration**. We will devote considerable attention to ways in which historical thinking and research can be fruitfully connected with other disciplines. All this is meant to help you in your own writing, whether it be for an article, a master's scholarly paper, a dissertation, a grant application, or a research proposal. The assignments and discussions will show strategies for promoting historical research and methods to be combined with such other disciplinary perspectives as sociology, economics, political science, and behavioral sciences in the substantive analysis of educational issues. It will include consideration of ways to fuse quantitative and qualitative research methods, with emphasis on discerning the historical context of statistical data.

The premise of this course is that historical scholarship about educational issues is not a passive spectator sport. Rather, it is an active, dynamic pursuit – subject to critical exploration, insights, discoveries, and even disappointments. And, one of our concerns will be to develop ways to make historical writing about education pertinent to policy discussions and deliberations dealing with contemporary issues.

The approach will be to sample some varieties of historical writing: for example, local and state history, biography, autobiography, memoirs, fiction, policy analyses, and institutional chronicles. You will gain experience at balancing levels of information – ranging from primary documents and secondary sources to **“cliometrics”** and historical statistics. We will read these works critically, with an eye on such concerns as style, logic, fallacies of argument, and strengths of influence.

Student Learning Outcomes

A student who completes this course and all its required assignments will have demonstrated the following learning outcomes and proficiencies:

- Write a concise, coherent and informed analysis of an historical document or source
- Analyze the architectural and spatial landscape of a school or college, with attention to its historical evolution and changes, including formal and informal functions and of buildings and its monuments and memorials in the life of an educational institution and its communities.
- Draft field notes to describe, analyze and discern the significance of educational settings
- Analyze the social and historical context of statistical data used in reporting and ranking educational performances and achievements in national and international settings

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- Complete successfully the University of Kentucky’s Institutional Review Board (IRB) Ethics in Research CITI (Collaborative IRB Training Initiative) survey and certification.
- Analyze a work of fiction about a school or college as a potential source of information and insights about the specific and general workings of an educational institution, including its governance, curriculum, round of life, mission, and “hidden curriculum”
- Demonstrate understanding of and incorporation of such concepts as “organizational saga” and “hidden curriculum” into one’s own research and writing about educational institutions and issues.
- Conduct archival research, including the identification, annotation, and analysis of historical documents dealing with educational issues and institutions
- Conduct biographical research on individuals and groups within education
- Demonstrate understanding and the ability to incorporate into analyses the concept of “cliometrics” –historical statistics – into one’s writings about educational issues and organizations
- Analyze financial information on such matters as salaries, endowments, construction costs, tuition charges, and cost of living from a particular era and locale in light of changes over time via such strategies and tools as indexing for inflation and consideration of social and economic context
- Analyze images of organizations and institutions in terms of meaningful, significant metaphors and analogies
- Reconcile quantitative and qualitative data in the interdisciplinary examination of significant educational issues and institution
- Draft a coherent research design for an extended study of an educational issue that includes historical context.
- Participate in Blackboard Class Discussion Threads by making informed, coherent comments and responses to questions and to posts by other class members. Involving research and analysis on educational issues

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Core Standards

This graduate course adheres to the principles and curricular requirements approved by the faculty of the Educational Policy Studies & Evaluation Department as part of its criteria for studies leading to master’s degrees and the Ph.D. in Studies in Higher Education. EPE 797 also is approved to fulfill research course requirements as part of the Educational Policy Study & Evaluation Department and the

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College of Education's sequence of research courses for graduate programs. It is synchronized ~~with to~~ ~~cooperate and supplement~~ such courses as EPE 557 and 558: Gathering, Analyzing, and Using Educational Data; EPE 619: Survey Research Methods; EPE 621: Methods of Evaluation; EPE 680: Research Design and Analysis in Education; EPE 663: Field Studies in Education; and EPE 711: Advanced Quantitative Methods.

Required Materials: Textbooks

Readings for the course include works drawn from a variety of disciplines, including social history, economics, political science, law, and philosophy. Please purchase the following books – each of which is available in a paperback edition:

- Marybeth Gasman, Editor, **The History of U.S. Higher Education: Methods for Understanding the Past**
- David E. Kyvig and Myron A. Marty, **Nearby History: Exploring the Past Around You**
- Ronald E. Butchart, **Local Schools: Exploring Their History**
- Burton R. Clark, **The Distinctive College: Antioch, Reed & Swarthmore**
- Louis Auchincloss, **The Rector of Justin**
- Sarah Lawrence Lightfoot, **The Good High School**
- Ellis F. Hartford, **The Little White School House**

Supplementary Readings and Documents:

Selected readings and reports are required readings. They will be available as links or as documents posted on the course Black Board site. The studies I plan to make available include the following articles:

- Wilson Smith, "The New Historian of American Education," **Harvard Educational Review** (Spring 1961) vol. 31, no. 2.
- George Keller, "Trees Without Fruit: The Problem With Research About Higher Education," **Change** magazine (January/February 1985) pp. 7-10.
- Louise Blecher Rose, "The Secret Life of Sarah Lawrence," **Commentary** (May 1983) pp. 52-56.
- "Archives: Everything from Brown's Original Charter to President Wayland's Letters to his wife," **Brown Alumni Monthly** (November 1975) pp. 17-20).

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- Ariel Kaminer, "Discovery Leads Yale to Revise A Chapter of Its Black History," **New York Times** (March 1, 2014) p. A14.
- Ed Crews, "How Much Was That in 'Today's' Money?," **Colonial Williamsburg Magazine** (Summer 2002) (vol. XXIV) no. 2, pp. 20-25.
- John R. Thelin, "The Search for Good Research: Looking for 'Science' in All the Wrong Places," **The Review of Higher Education** (Winter 1986) vol. 10, no. 2, pp. 151-158.
- Editorial, "Why Other Countries Teach Better: Three Reasons Students Do Better Overseas," **The New York Times** (December 17, 2013)
- Donald G. McNeil, Jr., "Panel Hears Grim Details of Venereal Disease Tests," **New York Times** (August 31, 2011) p. A4.
- Linda Blackford, "Whistle Blower In UK Research Fraud Case: The System is Badly Broken," **Lexington Herald Leader** (December 9, 2012) pp. A1-A2.
- **Final Report of the Tuskegee Syphilis Study Legacy Committee (May 20, 1996)**
- "Massachusetts Quaker Oats Study: Settlement Reached in Suit Over Radioactive Oatmeal Experiment," **The New York Times** (January 01, 1998) p. A1.
- Tamar Lewin, "In Public Schools, The Name Game as a Donor Lure," **New York Times** (26 January 2006) pp. A1, A19.
- Maya Lin, "Making the Memorial," **New York Review of Books** (November 2, 2000)

Recommended Readings and Resources

In addition to the required textbooks listed above, the following works are suggested and recommended as useful resources and supplements:

- Carlo M. Cipolla, **Literacy and Development in the West**
- John Hardin Best, **Historical Inquiry in Education: A Research Agenda**
- Eugene J. Webb, et al, **Unobtrusive Measures: Nonreactive Research in the Social Sciences**
- U.S. Department of Education, **The Condition of U.S. Education: A Statistical Profile**
- James Q. Wilson, **Bureaucracy: What Government Agencies Do**
- Benson Snyder, **The Hidden Curriculum**

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- Daniel Calhoun, **The Intelligence of a People**
- Burton R. Clark, **The Academic Life: Small Worlds, Different Worlds**
- Nicholas Lemann, **The Big Test: The Secret History of the American Meritocracy**
- Michael Young, **The Rise of the Meritocracy, 1870 to 2033**
- TheodoreSizer, **Horace's Compromise: The Dilemma of the American High School**
- Laurie A. Wilkie, **The Lost Boys of Zeta Psi: A Historical Archaeology of Masculinity at a University Fraternity**
- Geraldine Joncich Clifford, **Lone Voyagers: Academic Women in Coeducational Institutions, 1870 to 1937**
- Carolyn B. Matalene and Katherine C. Reynolds, Editors, **Carolina Voices: Two Hundred Years of Student Experiences**
- Margery Somers Foster, **"Out of Small Beginnings:" An Economic History of Harvard College in the Puritan Period**
- Irwin Shaw, Editor, **And There Was Light: Autobiographies of an Institution**
- Michael Moffat, **Coming of Age in New Jersey: College and American Culture**
- C.L. BarneyDews and Carolyn Leste Law, Editors, **This Fine Place So Far From Home: Voices of Academics From the Working Class**
- James Deetz, **In Small Things Forgotten: An Archaeology of Early American Life**

Grades

Each assignment for the course will be assigned a letter grade based on the following criteria:

90% to 100%:	A	(High Achievement)
80% to 89%:	B	(Good Achievement)
70% to 79%:	C	(Minimum passing achievement)
Below 79%:	E	(Unsatisfactory achievement)

Submission of Assignments:

All assignments are to be submitted through Blackboard. In order to achieve and maintain sufficient progress in this web-based course it is necessary to complete and submit assignments/class activities by the due date indicated. A due date is provided on the course schedule with regard to each individual assignment. The submission window will close for each

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respective assignment after the due date indicated. Failure to submit an assignment by the due date could result in a failing grade for the assignment unless prior arrangements are made with the course instructor.

Additional readings may be assigned and will be made available to you. Completion of all course assignments/activities, including discussion board participation is mandatory. Acceptable reasons for excused absences/late assignments are listed in Student Rights and Responsibilities (5.2.4.2).

Acceptance of late assignments is at the discretion of the course instructor. According to university guidelines, students are allowed an excused absence for specified reasons. The burden of proof is on the student; sufficient documentation may be required.

Attendance Policy:

Students are expected to review and read all course materials in the week the materials are available. This includes having watched and analyzed the assigned documentary films, videos and historic movies (see course outline below). There are situations when absences are excused and extensions are granted. See below for policy on excused absences.

Excused Absences

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

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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 at <http://www.uky.edu/StudentAffairs/Code/part2.htm>)

This provision states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, and 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

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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

On-line classroom behavior, decorum, and civility

The university, and the course instructor and facilitator(s), maintain a commitment to respect the dignity of all students/guests, and to value responsible differences among members of the academic community. Discussion and debate are integral components of academic discovery, and every individual retains the rights to disagree respectfully in the course of that discovery. Students/guests have the right to take reasoned and respectful exception to opinions voiced by the course instructor or facilitator(s), other students, or guests. The expected level of civility in this course will not tolerate attacks of a personal nature or statements denigrating another on the basis of race, sex, religion, sexual orientation, age, national/regional origin or other such personal factors.

Additional Detail Regarding Office Hours

In addition to availability for video conferencing, the instructors are available to speak with you, via email or telephone, concerning class matters throughout the semester. If you send an email to me the instructor, you can expect a response within a maximum of 48 hours, though most responses occur even quicker.

Course Format:

This is an asynchronous on-line course. Within each weekly unit you will be expected to have completed readings and responded to discussion threads and other course posts on Black Board.

Course Assignments Topics and Calendar:

The following summary section provides a brief description of each Assignment and its due date. Complete guidelines for each assignment are appended, following the detailed week-by-week course topics and readings. For each written assignment, please send me a copy as an e-mail attachment. Semester course grade will be based on your contributions and performance in the following areas:

Assignments total ten (10) points and will be weighted as follows for determining a student's grade in the course:

- **Monuments, Mementos and Miscellany as Historical Sources:** A short assignment early in the course intended to gain first hand, immediate experience analyzing diverse historical source material: (weight of "one," graded on a pass/ no pass basis)

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- **Drowning in Data**: Commentary on New York Times Dec. 17, 2013 Editorial on US low scores in international math tests. Focus is on complexities of comparisons and rankings across political boundaries, including states and nations.
- **Autobiographies of Institutions**: An analysis of a novel about campus life as a potential source of institutional data and biographical information. (weight of “two”)
- **Ethics and University Research**: Completion of the University’s IRB on-line readings and certification dealing with ethics and human subjects research. (weight of “one”)
- **Organizational Saga**: An essay in which you incorporate the research concepts such as “organizational saga” and “hidden curriculum” as discussed by Burton Clark in **The Distinctive College** and Sarah Lawrence Lightfoot in **The Good High School** into your own research agenda. (weight of “two”)
- **Images and Institutions**: An analysis of institutional behavior and heritage in terms of metaphors. (weight of “one”)
- **Research Design**: A research paper involving your own original work that incorporates the concepts and insights of the semester’s discussions. (weight of “two”)
- **Oral and Verbal Skills**: Substantive contribution to class discussions threads (weight of “one”)

Black Board and Access to Course Materials:

Please make sure you can log into and gain access to course materials on the University of Kentucky’s Blackboard site. I have posted there copies of all course materials -- including the syllabus, course calendar and readings, assignments, and also “scripts” or notes on key concepts for each unit. There also is posted an information sheet for you to fill out and file with me, historical documents, weekly course notes and historic photographs, and periodic Announcements to alert you to items, links and key dates.

Blackboard and Course Format and Discussions

I will post under **course information** on Blackboard prior to the start of each weekly unit a “script” and lecture notes of the pertinent documents, reading assignments, and themes announced for that unit. I then will post **discussion questions** for the week’s materials. You are expected to log into and contribute to the threads on each discussion topic. I in turn will post a response to each student comment. All comments on discussion threads will be available for all members of the class and myself to read -- and to post responses. The result will be an on-going forum. At the end of each week I will close the week’s discussion threads.

Academic Policies and Courtesies

I have set up the syllabus so that you know in advance the assigned topics and readings for the full semester, including specific course notes posted at the start of each week. I expect you to have read

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the materials and be prepared to comment on and discuss them at the related class unit. I expect you to follow and participate in all course discussion threads. If you have a conflict or other obligation, such as a professional or scholarly conference that might interfere with your work, please let me know in advance that you will not be able to hand in an assignment or participate in a thread. Above all, be courteous and civil toward your fellow graduate students and the instructor.

PROPOSED SEMESTER CALENDAR AND READINGS

Unit 1:

Historians and Education's Useful Past

Readings:

Wilson Smith, "The New Historian of American Education," Harvard Educational Review (Spring 1961) vol. 31, no. 2. (BlackBoard)

Marybeth Gasman, "Introduction," **The History of U.S. Higher Education: Methods for Understanding the Past** (pp. 1-6)

Editorial, "Why Other Countries Teach Better: Three Reasons Students Do Better Overseas," **The New York Times** (December 17, 2013) (For Assignment No. 2 and discussion next week)

- Post on Blackboard the **Graduate Student Inventory** form (due by Unit 2)
- Post on Blackboard Assignment No. 1 (due by Unit 2)
- Post on Blackboard Assignment No. 2 (due by Unit 2)
- Post on Blackboard Assignment No. 3 (due by Unit 4)

Unit 2:

The Autobiographies of Institutions

Readings:

Daryl Peterkin, "Within These Walls: Reading and Writing Institutional Histories," in Marybeth Gasman, Editor, **The History of U.S. Higher Education: Methods for Understanding the Past** (pp. 9-18)

Wayne Urban, "Autobiography and Biographical Research in Higher Education," in Marybeth Gasman, Editor, **The History of U.S. Higher Education: Methods for Understanding the Past** (pp.30-43).

Louis Auchincloss, **The Rector of Justin**

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

ch. 1: "Why Nearby History?"

ch. 2: "What Can Be Done Nearby?"

- Assignment No. 1 is due
- Assignment No. 2 is due

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Unit 3:

Fiction to Fact: Novels as History

Readings:

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

ch. 3: "Traces and Story Telling"

ch. 6: "Oral Documents"

- Post on Blackboard Assignment No. 4 guidelines on UK Research Ethics (due by **Unit 6**)

Unit 4:

Institutional Analysis: Layers of Information

Readings:

Louis Auchincloss, **The Rector of Justin**

Ronald E. Butchart, **Local Schools: Exploring Their History**

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

- Assignment No. 3 is due: Papers and Reports on documentary Analysis of Louis Auchincloss' **The Rector of Justin**
- Post on Blackboard guidelines for Assignment No. 5 on Organizational Saga (due by **Unit 10**)

Unit 5:

Ethics and Large Scale University Research

Discuss Work and Progress Reports on certification for UK's internet module on ethics and human subjects research (due at class by **Unit 6**)

Resource: University of Kentucky Office of Research and IRB website:
<http://www.research.uky.edu/ori/>

Readings:

Linda Blackford, "Whistle Blower In UK Research Fraud Case: The System is Badly Broken," **Lexington Herald Leader** (December 9, 2012) pp. A1-A2. See also link below:

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<http://www.kentucky.com/2012/12/09/2437270/whistle-blower-in-uk-research.html>

Donald G. McNeil, Jr., "Panel Hears Grim Details of Venereal Disease Tests," **New York Times** (August 31, 2011) p. A4.

Final Report of the Tuskegee Syphilis Study Legacy Committee—May 20, 1996

"Massachusetts Quaker Oats Study: Settlement Reached in Suit Over Radioactive Oatmeal Experiment," **The New York Times** (January 01, 1998) p. A1.

Unit 6:

Into the Archives: Institutional Memory and Amnesia

Readings

Louise Blecher Rose, "The Secret Life of Sarah Lawrence," **Commentary** (May 1983) pp. 52-56. (BlackBoard Document EPE 797-003)

"Archives: Everything from Brown's Original Charter to President Wayland's Letters to his wife," **Brown Alumni Monthly** (November 1975) pp. 17-20). (BlackBoard Document 797-004)

Ronald E. Butchart, **Local Schools: Exploring Their History**

Ellis Ford Hartford, **The Little White Schoolhouse**

Sarah Lawrence Lightfoot, **The Good High School**

Burton R. Clark, **The Distinctive College: Antioch, Reed & Swarthmore**

Jordan R. Humphrey, "'No Food, No Drink, Pencil Only': Checklists for Conducting and Interpreting Archival Research," in Marybeth Gasman, Editor, **The History of U.S. Higher Education: Methods for Understanding the Past** (pp. 44-55)

Ariel Kaminer, "Discovery Leads Yale to Revise A Chapter of Its Black History," **New York Times** (March 1, 2014) p. A14.

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

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Unit 7:

“Cliometrics” and the Campus:

Context and Analysis of Historical Statistics

Readings

Jane Robbins, “Quantification and Cognitive History: applying Social Science Theory and Method to Historical Data,” in Marybeth Gasman, Editor, **The History of U.S. Higher Education: Methods for Understanding the Past** (pp. 102-121)

Charts on Historical Price Indices and Inflation, including inflation calculators

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

Suggested Reading:

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

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

Unit 8:

Talk is Not Cheap: Oral History and Research on Education

Readings

Katherine Chaddock, “Oral History . . . As Scholarship,” in Marybeth Gasman, Editor, **The History of U.S. Higher Education: Methods for Understanding the Past** (pp. 19-29)

Unit 9:

**** Spring Break ****

No Class Meeting

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Unit 10:

Significance & Substance: Asking Good Research Questions

Readings

Linda Eisenmann, "The Literature Review as Scholarship: Using Critical Reviews and Historiography," in Marybeth Gasman, Editor, **The History of U.S. Higher Education: Methods for Understanding the Past** (pp. 56-68).

David E. Kyvig and Myron A. Marty, **Nearby History: Exploring the Past Around You**
ch. 12: "Linking the Particular and the Universal"

- Assignment No. 5 is due
- Post on Blackboard guidelines for Assignment No. 6 on Images of Institutions (due at **Unit 12**)

Unit 11:

Research Workshop:

Writing for Publication

Readings

George Keller, "Trees Without Fruit: The Problem With Research About Higher Education," **Change** magazine (January/February 1985) pp. 7-10. (BlackBoard Document EPE 797-002)

David E. Kyvig and Myron A. Marty, **Nearby History**

ch. 11: "Research, Writing and Leaving a Record"

William Strunk and E.B. White, Jr., **The Elements of Style**

- Post on Blackboard guidelines for Assignment No. 7: research paper (due at **Unit 15**)

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Unit 12:

Monuments and Mementos:

Architecture and Artifacts

Readings

Tamar Lewin, "In Public Schools, The Name Game as a Donor Lure," New York Times (26 January 2006) pp. A1, A19.

http://www.nytimes.com/2006/01/26/education/26schools.html?_r=2&oref=slogin&

Maya Lin, "Making the Memorial," New York Review of Books (November 2, 2000)
See link at <http://www.nybooks.com/articles/archives/2000/nov/02/making-the-memorial/?pagination=false>

Michael Beize, "Photographs as Primary Sources," in Marybeth Gasman, Editor, The History of U.S. Higher Education: Methods for Understanding the Past (pp. 84-101).

David E. Kyvig and Myron A. Marty, Nearby History

- ch. 7: "Visual Documents"
- ch. 8: "Artifacts"
- ch. 9: "Landscapes and Buildings"

- Assignment No 6 is due

Unit 13:

Horizontal History:

Agencies and Foundations as a Focus

Readings:

John Thelin, "Horizontal History and Higher Education," in Marybeth Gasman, Editor, The History of U.S. Higher Education: Methods for Understanding the Past (pp. 84-101)

Philo Hutcheson, "Writing through the Past: Federal Higher Education Policy" in Marybeth Gasman, Editor, The History of U.S. Higher Education: Methods for Understanding the Past (pp. 172-186)

Works in Progress: Reports on Your Research Projects

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Unit 14:

Left-Outs and Left-Overs:

Bringing Under-Studied Groups and Regions into View

See the following essays in Marybeth Gasman, Editor, **The History of U.S. Higher Education: Methods for Understanding the Past:**

Jana Nidiffer, "‘Poor Research’: Historiographical Challenges When Socio-Economic Status is the Unit of Analysis" (pp. 137-149).

Sharon S. Lee, "Where is Your ‘Home’?: Writing the History of Asian Americans in Higher Education" (pp. 150-162)

Christopher Tudico, "Beyond Black and White: Researching the History of Latinos in American Higher Education" (pp. 163-171)

Amy E. Wells, "The Challenge of Writing the South," (pp. 187-200)

Ariel Kaminer, "Discovery Leads Yale to Revise A Chapter of Its Black History," **New York Times** (March 1, 2014) p. A14.

Unit 15:

Conclusion:

The Search for Good Research

Readings

John R. Thelin, "The Search for Good Research: Looking for ‘Science’ in All the Wrong Places," **The Review of Higher Education** (Winter 1986) vol. 10, no. 2, pp. 151-158..

- Assignment No. 7: Research Papers are due

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EPE 797: Historical Research on Education

Distance Learning Section

Instructor: John Thelin

This inventory has been posted on Black Board prior to the start of the semester. Please fill it out and send a copy as a Microsoft word attached document to the instructor by e-mail. My e-mail address is jthelin@uky.edu You should have filed this by the end of the first week of the course for Unit 1.

Graduate Student Inventory

Your Name

Mailing Address

Office Telephone

Home Telephone

E-Mail Address

Educational Background and Interests

Professional Background and Career Goals

Topics of Particular Interest in this Course

Particular Skills You wish to Develop

Your Additional Comments

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EPE 797: Historical Research on Education

**University of Kentucky
Instructor: John Thelin**

Posted on Blackboard for Unit 1

Assignment No. 1: Monuments, Mementos and Miscellany as Historical Sources

The three short projects outlined below are intended to give you “hands on” practice in analyzing miscellaneous historical items and objects and their symbols associated with colleges and universities. Your task is to select **one** of the three. Please turn in two copies of a two-paged typed analysis, due at class meeting next week (**Unit 2**). In addition to writing about the specific project assigned you, please be familiar with the issues, concepts and terms of the other two projects. This will be graded on a pass/no pass basis.

Project A: You are on a campus tour (you select the school or college or university) and are noticing the architecture and building. Select what you consider to be one of the most unappealing buildings. Tell why you think it is so (nondescript? Bad design? Disrepair?). See what you can find out about its heritage and usage over time. Has its reputation changed from one era to another?

Project B: You are a highly regarded (and highly paid) historical consultant. In fact, so many schools and colleges seek to hire you, you are able to consider, select and reject those institutions for which you wish to take on assignments. So, your first task is to name a school or college as your choice for a client.

The President and Board of your selected institution are trying to reconcile institutional heritage with contemporary vision and mission. As part of this historical exercise, they want to reconsider the campus mascot and colors. You must report to them on the present mascot – how it came to be chosen and what it conveys about the spirit or essence of the institution. Given this background, you are asked to make a recommendation about either retaining or changing the mascot. Were you to change the mascot and colors, what would you choose? What might be appropriate in light of the history and mission of your selected institution?

Project C: Whereas Project A (Above) forced you to look around and to the past, here the task is a bit different: you get to innovate and look forward. You are the Vice President for Development and have just received the good news that you have received a generous gift for a new campus building. In whose honor would you name the building – and why? Be sure to anticipate the response of various campus constituencies. Try to base your decision on precedents set elsewhere.

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EPE 797: Historical Research on Education

**University of Kentucky
Instructor: John Thelin**

**Posted on Blackboard for Unit 1
For Class Discussion at Unit 2**

Assignment No. 2: Drowning in Data: Information about Education

Please read the following article (posted on Blackboard as EPE 797-007)

Editorial, "Why Other Countries Teach Better: Three Reasons Students Do Better Overseas," The New York Times (December 17, 2013)

Make some concise notes on questions you have about the editorial – its argument and the data cited. What else would you like to know about the charts and the national rankings? Does the editorial seem persuasive in logic and analysis? What are complexities in making cross-national comparisons? We will use this as a basis for class discussion next week for Unit 2 – and return to it later in the semester.

Some questions and concerns to keep in mind:

- What are the difficulties in collecting meaningful educational information across numerous states, nations or systems?
- How does one know that a statistical measure of, e.g., math achievement is valid and measures what it purports?
- Where are sources in addition to schools where one might gather systematic, meaningful data on literacy, reading, or other levels of educational attainment?
- How do data maintain coherence and reliability when gathered over time?
- How do measures of educational achievement compare and contrast to other high stakes analyses and interpretations, such as Olympics judging in varied events ranging from biathlon to ice skating?
- If one sets out to compare varied nations – e.g., Finland, the United States, and China, what are contexts which might complicate statistical comparisons?

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EPE 797: Historical Research on Education

**University of Kentucky
Instructor: John Thelin
Posted on Blackboard for Unit 1**

Assignment No. 3: The Autobiographies of Institutions and Organizational Saga

The key work for this assignment is Louis Auchincloss's 1964 novel, The Rector of Justin. Your group assignment is to treat the novel as a complex historical document. Draw from such reference works as Kyvig and Marty, Nearby History for insights on how one might go about searching and analyzing data and clues. And, you are especially welcomed to rely on pertinent readings and insights from your other, earlier courses in your graduate program.

You will be assigned to a "research group" of about four. Work closely with your team mates. Papers are due at class meeting for **Unit 4**. Your group paper (about seven to ten pages in length, double spaced typed) should include a combined report that deals with the items below. Second, each individual should write me a memo about two pages in length with your own observations on the process and problems of analyzing a novel as a historical document.

Anatomy of an Institution: Use the various accounts in the novel to construct a historical profile of the institution:

- its formal governance and organizational chart
- its informal distribution of powers and responsibilities
- its official history
- its informal "saga" and legends
- its customs, symbols and traditions
- its constituencies
- its subcultures and groups
- its formal curriculum
- its "hidden" curriculum
- its formal mission statement
- its actual accomplishments
- its finances
- its campus: buildings and grounds
- its round-of-life: what are the patterns of usage within the campus and grounds?

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Points of View: The Characters and Cast: Who are the major commentators? What are their respective roles? In other words, if Auchincloss's novel can be seen as a succession of memoirs, then who are these memoir writers? Also, are there other key characters who are mentioned but do not themselves write memoirs?

Point of View: The Author: What is the background of the author? Where would one look for readily available biographical information? Comment on how these materials shape your understanding of the significance of the work.

Connecting Fiction to Fact: If, indeed, The Rector of Justin is thinly veiled "history" masquerading as "fiction," to whom and to what institutions does it refer? How would you check out this hypothesis?

Biography as a Genre: Brian Aspinwall makes the comment that he wishes to write an autobiography, or, rather, a biography, of the headmaster. However, he wants this to be something before and apart from the "official" biography. Elaborate on the strengths and limits of the "official" "biography genre."

Research on Leadership: Connect your analyses of the document to the scholarly research literature on leadership and governance in higher education.

Significance: Does this case study of a particular institution and its leader have potential connection with the larger study of schools and colleges? If so, how?

Additional Insights or Analyses?

EPE 797: Historical Research on Education

**Instructor: John Thelin
Posted for Unit I**

RESEARCH TEAM ROSTERS

For Assignment No. 3: The Autobiographies of Institutions and Organizational Saga

Team A: DATA DELIVERY

Team B: ALMOST ACCURATE

Team C: FACTS R US

Unaffordable Consultants

EPE 797: Historical Research on Education

Posted on Blackboard for Unit 1

Assignment No. 4: Ethics and Educational Research (due at Unit 6)

The aim of this assignment is to introduce you to significant issues in the ethics of university-based research in the social and behavioral sciences. Also, it gives you an opportunity for you to study and take the University Institutional Review Board (IRB) examination for certification. This certification is necessary for you if you work on a sponsored research project or conduct human subjects research for a master's scholarly paper or doctoral dissertation.

Look over the attached introductory pages from the IRB website. Your assignment is to go into the website, read over the prefatory items, and then enroll in and complete the certification exam. Your requirement is to provide me with the form that attests you have completed the IRB certification with a satisfactory score so as to obtain the three-year approval for conducting human subject research.

Resource: University of Kentucky Office of Research and IRB website:

<http://www.research.uky.edu/ori/>

Readings:

Linda Blackford, "Whistle Blower In UK Research Fraud Case: The System is Badly Broken," Lexington Herald Leader (December 9, 2012) pp. A1-A2. See also link below:

<http://www.kentucky.com/2012/12/09/2437270/whistle-blower-in-uk-research.html>

Donald G. McNeil, Jr., "Panel Hears Grim Details of Venereal Disease Tests," New York Times (August 31, 2011) p. A4.

Final Report of the Tuskegee Syphilis Study Legacy Committee—May 20, 1996

"Massachusetts Quaker Oats Study: Settlement Reached in Suit Over Radioactive Oatmeal Experiment," The New York Times (January 01, 1998) p. A1.

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EPE 797: HISTORICAL RESEARCH ON EDUCATION

University of Kentucky
Instructor: John R. Thelin
Posted on Blackboard for Unit 4

Assignment No. 5: “Organizational Saga” and Your Historical Research

The key work for this assignment is Burton Clark’s The Distinctive College, in which historical profiles of three institutions – Antioch, Reed, and Swarthmore colleges – are analyzed in terms of the notion, “organizational saga.” The companion work is Sarah Lawrence Lightfoot’s anthology, The Good High School. Your background preparation is to read Clark’s book to gain understanding of the way that he places institutional history into an analytic framework. Lightfoot’s book deals with a range of secondary schools and provides models of polished institutional profiles. Your task is to incorporate some of these concepts and research approaches into your own research and writing about the history of higher education. In writing your essays you are strongly encouraged to draw from some of the other core readings, including Kyvig and Marty’s Nearby History, Louis Auchincloss’s novel, The Rector of Justin, or Louise Blecher Rose’s 1983 article in Commentary, “The Secret Life of Sarah Lawrence.” Please select one of the options listed below, depending on where you are in your own thinking about research interests and topics that may be of long term use to you:

Option A: If you are writing about a particular college, university or school, try your hand at writing an institutional profile that presents some historical episode or era in terms of Clark’s notion of “organizational saga.” How do such elements as “initiation,” “transformation,” and “embodiment” that Clark employs help describe and explain the history of your selected institution? Or, for example, is there a “charismatic leader” or a “shared crisis” that helps consolidate the saga of the campus?

You may not be especially interested in a single college or university. Perhaps then you can look at some related kind of organization – a foundation, a scholarly or professional association, a government agency – that cuts horizontally across higher education.

Option B: Perhaps this kind of historical research on education does not fit well with the “organizational saga” perspective. If so, you may opt to suspend your own original research and focus instead on critically reviewing Clark’s institutional profiles – or, one of the school profiles presented in Lightfoot’s The Good High School. Write a critical analysis of one institution (Antioch, Reed, or Swarthmore) and comment in general on Clark’s research. Or, if your interest is in secondary schools, follow a comparable procedure in analyzing one profile in The Good High School. Be sure to discuss whether this is useful or not-so-useful as a way to energize historical research on higher education.

Be prepared to give a progress report on your work at class meetings over the next three weeks. Please hand in two copies of your papers (approximately five to seven pages in length) at class meeting for Unit 10.

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EPE 797: HISTORICAL RESEARCH ON EDUCATION

Instructor: John Thelin

Assignment No. 6: Images of Organizations

**Posted on Blackboard for Unit 10
For Discussion as part of Unit 11**

One useful way to think about analyzing a college, university, department, or other institution is to see if your data conjure an image, a personality or metaphor.

Here's an example of an insight that a distinguished scholar who served as advisor on foreign affairs to the President of the United States used to depict the changing political character of the former Soviet Union:

Under Lenin, it was like a religious revival. Under Stalin, it brought to mind a prison. With Nikita Khrushchev, the USSR was like a circus. With Leonid Brezhnev in power, it was like a post office.

Another approach is to give an organization the attributes of an animal. A college that refuses to acknowledge change or external information might be compared to an ostrich with its head in the sand. A multi-campus system brings to mind an octopus -- one central nervous system and eight tentacles. Recall from Dr. Doolittle stories the imaginary beast -- "The Push-Me-Pull-You" which had difficulty in going in one direction or another.

Try to identify some perceptive, appropriate images for a college or university -- or other organization -- you are studying. It might be the organization that is the base for your "organizational saga" paper. Or, try this out on some other institutions -- e.g., a particular academic department or a sub-unit within a company or agency.

Be sure to explain the logic you used in formulating your choice. This should be very brief -- a single page per example. I am especially interested in the related class discussion and comparisons among members of the seminar.

EPE 797: Historical Research on Education

University of Kentucky

Instructor: John R. Thelin
Posted on Blackboard for Unit 9

Assignment No. 7: "Dry Run" Historical Research Design and Final Paper

The aim of this assignment is to provide an opportunity for you to work through the logic of a possible research paper. It also is intended to give you a chance to incorporate some of the historical methods and logic you've encountered in our readings and class discussions.

Use the guidelines of "Dr. John's RX for the Research Blues" I handed out a few weeks ago. Plan to write one or two paragraphs per section. If you are not able to answer clearly and concisely the questions or issues contained in a section, perhaps you need to spend some time clarifying your research topic.

You may try your hand at more than one possible topic, if you wish. Hand in your outlined responses and discussion about a possible research topic by class meeting after Spring Break. I will use this as the basis for discussing with you your plans and topics for your final project, a draft of a research paper.

Some Thoughts on Paper Topics:

You are encouraged to use this course and assignment to give yourself some exploration and refinement on a topic that might be a prelude to a dissertation, a scholarly paper, a journal article, or a grant proposal. You are welcomed to draw from a paper you may have written for an earlier course -- with the expectation that you will refine and strengthen the earlier paper.

Remember, a good paper usually requires that you ask an interesting question about a significant matter. Methodology is negotiable, depending on what themes you wish to explore.

Your final papers that follow from this planning exercise are due at **Unit 15**. We shall devote a substantial part of class meetings and threads to discussing your "works in progress."

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EPE 797: Historical Research on Education

DOCTOR JOHN'S RX FOR THE RESEARCH BLUES

To the Graduate Student as Suffering Patient: This medicine is easy to take. And as Popeye said about spinach, "It's good fer what ails ye!" Use this concise guide to try out some of your research ideas. Make several copies of the guide so that you can experiment with various and ideas and topics. Work through the logic of one section to the next. Remember, if you cannot state or identify an issue concisely in a few sentences or a paragraph, it probably means you need to sort and clarify your ideas.

This should ultimately provide the base for your Assignment No. 7 – the research paper due later in the semester.

Doctor John's RX is not a passive prescription. You have to participate actively and thoughtfully in the therapy. And remember, "It's for Your Own Good!"

Here are some guidelines and considerations:

- **Topics**

- **Short List of Influential Articles or Books that Have Influenced You on this Topic**

- **Research Questions that Emerge from Your Broad Topic**

- **Are There Established Works That You wish to reconsider, either to confirm or to modify their Findings or Implications?**

- **Significance of Your Study: Why is this worth studying? Why might readers be interested in what you explore?**

- **Transform Your Research Question into a Hypothesis**

- **Research Data: Secondary Sources: What are works that will provide key background and context for your original research?**

- **Historical Documents, Data and Primary Sources:**

- **Data Analysis:** How do you plan to analyze your historical data? How do you know when you will finished with your exploration?

- **The Graduate Student's Wish List**

- **Problems and Limits You Foresee in Your Research Plan**

- **Findings and Implications:** Also, why are these findings significant? How might they shape readers and researchers' perspectives on large, important topics? How does your historical study induct to some general observation?

- **Prospects for Additional Research**