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OFFICE OF THE
SENATE COUNCIL

Course Information

Date Submitted: 9/29/2015

Current Prefix and Number: HIS - History , HIS 112 THE MAKING OF MODERN KENTUCKY

Other Course:

Proposed Prefix and Number: HIS 112

What type of change is being proposed?

Major Change

Should this course be a UK Core Course? Yes

Inquiry - Humanities

U.S. Citizenship, Community, Diversity

1. General Information

a. Submitted by the College of: ARTS & SCIENCES

b. Department/Division: History

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: Erik Myrup

Email: erik.myrup@uky.edu

Phone: 7-3483

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: N/A

b. Full Title: THE MAKING OF MODERN KENTUCKY

Proposed Title: THE MAKING OF MODERN KENTUCKY

c. Current Transcript Title: THE MAKING OF MODERN KENTUCKY

Proposed Transcript Title: THE MAKING OF MODERN KENTUCKY

d. Current Cross-listing: none

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

LECTURE: 3

Proposed Meeting Patterns

LECTURE: 2

RECITATION: 1

f. Current Grading System: ABC Letter Grade Scale

Proposed Grading System: *Letter (A, B, C, etc.)*

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: An examination of the political, social, economical, environmental, and cultural dynamics that have shaped modern Kentucky.

Proposed Course Description for Bulletin: An examination of the political, social, economical, environmental, and cultural dynamics that have shaped modern Kentucky.

2j. Current Prerequisites, if any: None

Proposed Prerequisites, if any: None

2k. Current Supplementary Teaching Component:

Proposed Supplementary Teaching Component: No Change

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? Yes

If YES, explain and offer brief rationale: This course provides students with a general survey of modern Kentucky history. It already satisfies the UK Core requirements for U.S. Citizenship, Community, Diversity and Humanities. In terms of the meeting pattern, the course was originally created with the idea that it would be relatively small, taught by a single professor meeting three times per week. Immediately after its creation, however, the administration (I think our Dean's office, but I'm not sure), asked us to increase its size and offered to allow us to use TAs under a 2 lecture, 1 recitation. In practice, the course has always been taught with approximately 200 students under the 2 lecture 1 recitation pattern. Many thanks!

5a. Are there other depts. and/or pgms that could be affected by the proposed change? No

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

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:

Instructor Email:

Internet/Web-based: No

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?
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.
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.
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?
If yes, which percentage, and which program(s)?
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?
6. How do course requirements ensure that students make appropriate use of learning resources?
7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

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/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

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.

10. Does the syllabus contain all the required components? NO

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

Instructor Name:

SIGNATURE|PETRONE|Karen Petrone|HIS 112 CHANGE Dept Review|20141201

SIGNATURE|ACSI222|Anna C Harmon|HIS 112 CHANGE College Review|20150123

SIGNATURE|JALLISO|Jonathan M Allison|HIS 112 CHANGE UKCEC Expert Review|20150629

SIGNATURE|JMETT2|Joanie Ett-Mims|HIS 112 CHANGE UKCEC Review|20150921

SIGNATURE|JMETT2|Joanie Ett-Mims|HIS 112 CHANGE Undergrad Council Review|20151120

SIGNATURE|ACSI222|Anna C Harmon|HIS 112 ZCOURSE_CHANGE Approval Returned to Dept|20160427

SIGNATURE|JMETT2|Joanie Ett-Mims|HIS 112 CHANGE Undergrad Council Review|20160427

Course Change Form

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

Generate F

Open in full window to print or save

Attachments:

Browse... Upload File

ID	Attachment
Delete 4124	HIS112Intellectual Inquiry Humanities Form-1.doc
Delete 6753	HIS112syllabus (revised 2016-04-12).doc

First 1 Last

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

Current Prefix and Number:		HIS - History HIS 112 THE MAKING OF MODERN KENTUCKY	Proposed Prefix & Number: (example: PHY 401G) <input checked="" type="checkbox"/> Check if same as current	HIS 112
* What type of change is being proposed?		<input checked="" type="checkbox"/> Major Change <input type="checkbox"/> Major - Add Distance Learning <input type="checkbox"/> Minor - change in number within the same hundred series, except 799 is the same "hundred series" <input type="checkbox"/> Minor - editorial change in course title or description which does not change in content or emphasis <input type="checkbox"/> Minor - a change in prerequisite(s) which does not imply a change in course content or emphasis, or which is made necessary by the elimination or significant 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 checked="" type="radio"/> Yes <input type="radio"/> No				
If YES, check the areas that apply:				
<input type="checkbox"/> Inquiry - Arts & Creativity <input type="checkbox"/> Composition & Communications - II <input checked="" 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 checked="" 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:		ARTS & SCIENCES		Submission Date: 9/29/2015
b. Department/Division:		History		
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? Select...				
e.* Contact Person Name:		Erik Myrup	Email: erik.myrup@uky.edu	Phone: 7-3483
* Responsible Faculty ID (if different from Contact):			Email:	Phone:
f.* Requested Effective Date:		<input checked="" type="checkbox"/> Semester Following Approval	OR	Specific Term: ²
2. Designation and Description of Proposed Course.				
a. Current Distance Learning(DL) Status:		<input checked="" type="radio"/> N/A <input type="radio"/> Already approved for DL* <input type="radio"/> Please Add <input type="radio"/> Please Drop		
*If already approved for DL, the Distance Learning Form must also be submitted unless the department affirms (by checking this box) that the proposed change affect DL delivery.				
b. Full Title:		THE MAKING OF MODERN KENTUCKY	Proposed Title: *	THE MAKING OF MODERN KENTUCKY
c. Current Transcript Title (if full title is more than 40 characters):		THE MAKING OF MODERN KENTUCKY		
c. Proposed Transcript Title (if full title is more than 40 characters):		THE MAKING OF MODERN KENTUCKY		
d. Current Cross-Listing:		OR		

	<input checked="" type="checkbox"/> N/A	Currently ³ Cross-listed with (Prefix & Number):	none
Proposed – ADD ² Cross-listing (Prefix & Number):			
Proposed – REMOVE ^{3,4} Cross-listing (Prefix & Number):			
e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours⁵ for each meeting pattern			
Current:	Lecture 3	Laboratory ⁵	Recitation
	Clinical	Colloquium	Practicum
	Seminar	Studio	Other _____ Please explain:
Proposed: *	Lecture 2	Laboratory ⁵	Recitation 1
	Clinical	Colloquium	Practicum
	Seminar	Studio	Other _____ Please explain:
f. Current Grading System:		ABC Letter Grade Scale	
Proposed Grading System:*		<input checked="" 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 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:			
An examination of the political, social, economical, environmental, and cultural dynamics that have shaped modern Kentucky.			
* Proposed Course Description for Bulletin:			
An examination of the political, social, economical, environmental, and cultural dynamics that have shaped modern Kentucky.			
j. Current Prerequisites, if any:			
None			
* Proposed Prerequisites, if any:			
None			
k. Current Supplementary Teaching Component, if any:			<input type="radio"/> Community-Based Experience

		<input type="radio"/> Service Learning <input type="radio"/> Both
	<i>Proposed Supplementary Teaching Component:</i>	<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both <input checked="" 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 checked="" type="radio"/> Yes <input type="radio"/> No
	If YES, explain and offer brief rationale:	
	<p>This course provides students with a general survey of modern Kentucky history. It already satisfies the UK Core requirements for U.S. Citizenship, Community, Diversity and Humanities.</p> <p>In terms of the meeting pattern, the course was originally created with the idea that it would be relatively small, taught by a single professor meeting three times per week. Immediately after its creation, however, the administration (I think our Dean's office, but I'm not sure), asked us to increase its size and offered to allow us to use TAs under a 2 lecture, 1 recitation. In practice, the course has always been taught with approximately 200 students under the 2 lecture 1 recitation pattern.</p> <p>Many thanks!</p>	
5.	Course Relationship to Program(s).	
a.*	Are there other depts and/or pgms that could be affected by the proposed change?	<input type="radio"/> Yes <input checked="" type="radio"/> No
	If YES, identify the depts. and/or pgms:	
b.*	Will modifying this course result in a new requirement ¹ 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 you must include the differentiation between under and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grad criteria in the course for graduate students. (See SR 3.1.4.)

¹See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will be appropriate academic Council for normal processing and contact person is informed.

²Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

³Signature of the chair of the cross-listing department is required on the Signature Routing Log.

⁴Removing a cross-listing does not drop the other course – it merely unlinks the two courses.

⁵Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

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

⁷In order to change a program, a program change form must also be submitted.

**Course Review Form
Intellectual Inquiry in the Humanities**

Reviewer Recommendation

Accept Revisions Needed

Course: HIS 112--The Making of Modern Kentucky

Using the course syllabus as a reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

Activities that enable students to demonstrate their ability to present and critically evaluate competing interpretations through written and oral analysis and argumentation.

Example(s) from syllabus:

Research Assignment #3--Kentucky and the Vietnam War.

Brief Description:

Students will read constituent letters in the John Sherman Cooper Papers housed in the Special Collections Library. In the late 1960s, Cooper sponsored a Senate amendment that would end funding for the Vietnam War. Students will read competing sets of letters from Kentucky residents and write a reaction paper explaining how people could see Cooper's amendment in such different ways, and what this tells us about the Cold War, the Vietnam war at home and abroad, and issues of loyalty, patriotism, and protest.

Activities that enable students to demonstrate their ability to distinguish different artistic, literary, philosophical, religious, linguistic, and historical schools or periods according to the varying approaches and viewpoints characterized therein.

Example(s) from syllabus:

Research Assignment #2--Online Exercise Examining Goodman-Paxton Photographic Collection.

Brief Description:

Students will examine photographs taken of WPA projects throughout Kentucky in the 1930s and 1940s. Specifically, they will look at photos taken in their home counties (or if not a native Kentuckian, they can choose Fayette County), and then use Googlemaps to see how that site looks today. They will write a paper describing change over time, and how social and economic issues have changed.

Activities that enable students to demonstrate their ability to identify the values and presuppositions that underlie the world-views of different cultures and peoples, as well as one's own culture, over time through the analysis and interpretation of at least one of the following: works of art, literature, folklore, film, philosophy and religion, language systems or historical narratives (or the primary sources of historical research).

Example(s) from syllabus:

Research Paper #1--Harry Caudill Papers

Brief Description:

Students will read Caudill's classic "Night Comes to the Cumberlands," then attend a session in Special Collections where they will examine some of the papers housed in the Harry Caudill Collection. They will write a reaction paper explaining how Caudill came to see and interpret Eastern Kentucky, and evaluate his use of historical evidence.

Activities that enable students to demonstrate disciplinary literacy (vocabulary, concepts, methodology) in written work, oral presentations, and classroom discussions.

Example(s) from syllabus:
Research Paper #4--"Hidden History."

Brief Description:

This assignment will require students to work in groups to nominate a person, event, or organization for a Kentucky Historical Marker. They will need to conduct research into their selected category, then go through the process required by the Kentucky Historical Society to submit a marker proposal. They will also present their findings in class in visual and oral presentations.

An assignment that enables students to demonstrate their ability to conduct a sustained piece of analysis of some work of art, literature, folklore (or popular culture), film (or other digital media), philosophy, religion, language system, or historical event or existing historical narrative that makes use of logical argument, coherent theses, and evidence of that discipline, with use of library sources when applicable, demonstrating appropriate information literacy in a particular discipline of the humanities (i.e. identifying appropriate sources, accessing them and assessing their value). This assignment will be used for program-level assessment.

Example(s) from syllabus:
Research Papers 1 and 2.

Brief Description:

Both of these projects, briefly described above, require students to conduct research in primary documents and analyze them using the analytical and interpretive skills of the historian.

Information literacy component:

Both projects require students to look at how primary documents inform us of change over time, and how that change necessarily changes how we interpret the past.

Reviewer's Comments:

HIS 112
THE MAKING OF MODERN KENTUCKY
FALL 2014

Professor Tracy Campbell
1769 Patterson Office Tower
257-7811; tracamp@uky.edu
Office Hours: MW 9:00-10:00 AM

Tuesday-Thursday
9:30 a.m.
CB 118

Teaching Assistants:

Ms. A. McClure
amber.mcclure@uky.edu
1722 POT (#24)
Office Hrs: MWF 9-10 AM

Ms. D. Vance
dara.vance@uky.edu
1706 POT (#12)
Office Hrs: TR 1:00-2:00 PM

Ms. R. White
rpwh224@g.uky.edu
1706 POT (#7)
Office Hrs: M 2:00-3:00

COURSE DESCRIPTION

An examination of the political, social, economical, environmental, and cultural dynamics that have shaped modern Kentucky.

ABOUT THIS COURSE

This course is an introduction to the history of Kentucky from the early 1900s to the present. Through the lectures, readings, research assignments, and exams, this course seeks to broaden the student's critical interpretation of the major historical currents of the Commonwealth, and better equip student to understand and confront some of Kentucky's current looming challenges. This course will help students learn to think like a historian by asking good questions, demonstrate the ability to interpret a variety of primary sources, and use critical analysis in formulating an interpretation.

STUDENT LEARNING OUTCOMES

By the end of the semester, the student should be able to:

- Demonstrate an understanding of the sectional differences that exist in Kentucky, as well as the racial, class, and gender dynamics at work
- Demonstrate a local and national appreciation for the Commonwealth, but also see how Kentucky fits into a larger, global perspective.
- Explain how an examination of Kentucky history informs larger themes and issues about American identity.
- Describe basic steps of the historical research process
- Demonstrate skills in reading and interpreting primary sources
- Formulate clear arguments in both oral and written form

PREREQUISITES

None.

REQUIRED MATERIALS: In lieu of a required textbook, students should consult *The Kentucky Encyclopedia* online and other Kentucky sources available through the UK Library website. The following books are available for purchase at the University and Kennedy bookstores:

Harry Caudill, *Night Comes to the Cumberlandds*.
Tracy K'Meyer, *Gateway to the South*.

GRADES: The overall grade in this course will be determined on the basis of the following assignments:

RESEARCH EXERCISE #1.....	10%
RESEARCH EXERCISE #2.....	10%
RESEARCH EXERCISE #3.....	10%
RESEARCH EXERCISE #4.....	20%
MID-TERM EXAM.....	20%
FINAL EXAM.....	20%
ATTENDANCE & PARTICIPATION.....	10%

We will meet in the large lecture hall (CB 118) twice each week, and in your individual section once per week. The exams will be administered in CB 118, while the research projects will be submitted in your sections.

COURSE GRADING

A	> 90%
B	80 - 89%
C	70 - 79%
D	60 - 69%
E	< 60%

MIDTERM GRADES

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

FINAL EXAM

Date and time of the final exam will be posted at:
<http://www.uky.edu/registrar/calendar>

DESCRIPTION OF CLASS ACTIVITIES

ATTENDANCE AND PARTICIPATION: Success in this course depends on attending two lectures and one discussion section each week.

Attendance will be taken in the discussion sections. Students who have more than one unexcused absence throughout the semester will have their discussion grade dropped by ten percent for each class missed. (For information on what constitutes "excused" and "unexcused absences," see http://www.uky.edu/Ombud/ForFaculty_ExcusedAbsences.php).

Lateness to class and early departures will not be tolerated. (This goes for both lectures and discussion sections.) If you are more than 5 minutes late to class, or if you leave class early, this will be noted and your discussion grade will be lowered by 5% for each infraction. (For additional questions about university policies regarding attendance, see "Course Policies" below.)

PRIMARY SOURCE EXERCISES: The University of Kentucky is a research university, and as a student you have access to a treasure trove of historical material. There is no richer archive in recent Kentucky history than UK's. On four occasions, you will examine selected primary documents located either in the Special Collections department at M.I. King Library, the Wendell H. Ford Public Policy Research Center at M.I. King Library, or online in the Kentuckiana Digital Library or UK's Nunn Center.

#1—**HARRY CAUDILL PAPERS:** You will examine archival material contained in the Harry Caudill Papers in Special Collections in the M.I. King Library. You will read some selected correspondence as he wrote *Night Comes to the Cumberland*s in the early 1960s, and then write a short reaction paper (3-4 pages) on what these records tell us about the era in which the book was written, and the political/social/cultural context of how people reacted to the book.

#2—**ONLINE EXERCISE: GOODMAN-PAXTON PHOTOGRAPHIC COLLECTION:** You will examine some photographs taken in the 1930s and 1940s of WPA projects throughout Kentucky. If you are from Kentucky, select photos from your home county. If you are from another state, select some of the photos of UK or Fayette County. Then, either visiting the locale itself or using Google Maps, you will submit a short paper (3-4 pages) outlining how these areas changed over time, as well as what the WPA meant for the development of modern Kentucky.

#3—**KENTUCKY AND THE VIETNAM WAR:** You will read constituent letters written to Senator John Sherman Cooper about his role in sponsoring the Cooper-Church Amendment in 1970. You will submit a short reaction paper (3-4 pages) that addresses how political, ethical, religious, gender, or racial perspectives can explain these reactions. In all, what do these letters and their various backgrounds tell us about how the writers saw their individual and collective civic responsibility?
NOTE: This assignment will be turned in via Blackboard.

#4—HIDDEN HISTORY: In teams assigned by your section instructor, you will nominate a Kentuckian, or an organization or event, to be honored with a historical marker. This will require you to look at the Kentucky Historical Society's website to see who has already been honored, and do the necessary research to support your nomination. Your team will present a proposal based on KHS guidelines and wording for the marker.

EXAMS: The exams will be short ID's and essays that will require you to critically analyze major moments in recent Kentucky history. The final exam will cover the material since the mid-term exam, and will look at some contemporary challenges through the lens of our recent history.

COURSE POLICIES

Excused Absences

Students need to notify the professor of absences prior to class when possible. *Senate Rules 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. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php).

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

Per *Senate Rule 5.2.4.2*, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

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 when feasible and in no case more than one week after 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.

Senate Rules 6.3.1 (see <http://www.uky.edu/Faculty/Senate/> for the current set of *Senate Rules*) 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 a question of plagiarism involving their 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 content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. 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 or information, the student must carefully acknowledge exactly what, where and how he/she has 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.

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 (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at

drc@uky.edu. Their web address is
<http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>.

SCHEDULE:

AUGUST 28—Introduction.

PART I—BUILDING THE FOUNDATION: KENTUCKY IN THE EARLY 1900s
(In your sections, you will discuss the various stereotypes of Kentucky and their origins as well as how to begin conducting historical research. Depending on your section, you will meet at some point in Special Collections)

SEPTEMBER 2—What is History? What Do Historians Do?

SEPTEMBER 4—An Ominous Beginning (Caudill, intro-34)

SEPTEMBER 9—The Urban Landscape (Caudill, 35-111)

PART II: TECTONIC SHIFTS (In your sections, you will discuss the Caudill collection and submit your first research assignment. You will also prepare for the first exam)

SEPTEMBER 11—King Coal (Caudill, 112-164)

SEPTEMBER 16—The Roaring Twenties? (Caudill, 165-218)

SEPTEMBER 18—The Depression and Kentucky (Caudill, 219-304)

SEPTEMBER 23—The New Deal (Caudill, 305-364; **RESEARCH ASSIGNMENT #1 DUE THIS WEEK**)

SEPTEMBER 25—Kentucky and the Second World War (Caudill, 365-404)

SEPTEMBER 30—REVIEW SESSION FOR MID-TERM

OCTOBER 2—MID-TERM EXAM

PART III: CIVIL RIGHTS AND THE "OTHER AMERICA" (In your sections, you will discuss and submit primary document exercise #2 and prepare for the mid-term exam)

OCTOBER 7—Having Fun: Cultural Expressions

OCTOBER 9—Political Transformations I (K'Meyer, intro)

OCTOBER 14—Political Transformations II

OCTOBER 16--UK and Kentucky (K'Meyer, ch. 1)

OCTOBER 21—The Strange Career of Civil Rights in Kentucky (K'Meyer, ch. 2)

OCTOBER 23—See film, "Stranger With a Camera." **RESEARCH ASSIGNMENT #2 DUE THIS WEEK**)

PART IV: KENTUCKY AND THE GREAT SOCIETY (In your sections, you will discuss and submit primary document exercise #3)

OCTOBER 28—Civil Rights (K'Meyer, ch. 3)

OCTOBER 30—The War on Poverty (K'Meyer, ch. 4)

NOVEMBER 4— Vietnam and Kentucky (**RESEARCH ASSIGNMENT #3 DUE THIS WEEK VIA BLACKBOARD**)

NOVEMBER 6—Ali (K'Meyer, ch. 5)

PART V: LEXINGTON, UK, and KENTUCKY (In your sections, you will discuss the historical marker exercise)

NOVEMBER 11—The Land (K'Meyer, ch. 6)

NOVEMBER 13—New or Old Politics? (K'Meyer, ch. 7).

NOVEMBER 18—Education Reform (K'Meyer, ch. 8).

NOVEMBER 20— The Human Costs (K'Meyer, conclusion)

PART VI: WHERE DO WE GO FROM HERE? (In your discussion sections, you will submit your team's Historical Marker proposal and prepare for the final exam)

NOVEMBER 25—See film, "Trouble Behind."

NOVEMBER 27—THANKSGIVING—NO CLASS

DECEMBER 2—Poverty in Kentucky (**RESEARCH ASSIGNMENT #4 DUE THIS WEEK**)

DECEMBER 4—The Challenges Ahead

DECEMBER 9—Final Thoughts

DECEMBER 11—REVIEW SESSION.

DECEMBER —FINAL EXAM, Monday, December 15, 2014, 10:30 a.m.