

SIGNATURE ROUTING LOG

General Information:

Proposal Type: Course Program Other





Proposal Name¹ (course prefix & number, pgm major & degree, etc.): HIS 112 *(new, gen ed HI, CU)*

Proposal Contact Person Name: Tracy Campbell Phone: 7-7811 Email: tracamp@uky.edu

INSTRUCTIONS:

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

Internal College Approvals and Course Cross-listing Approvals:

| Reviewing Group | Date Approved | Contact Person (name/phone/email) | Signature |
|-----------------------|----------------|---|---|
| Curriculum Committee | 1/1/10 | Tracy Campbell / 7-7811 / tracampbell@uky.edu |  |
| Francie Chassen-Lopez | 1/27/10 | Francie Chassen-Lopez / 7-4344 / frclopz@uky.edu |  |
| | | / / | |
| | | / / | |
| A&S Ed. Policy Cmte. | <i>1/16/10</i> | Randall Roorda, Humanities / 7-1033 / roorda@uky.edu |  |
| A&S Dean | <i>1/16/10</i> | Anna Bosch, Associate Dean / 7-6689 / bosch@uky.edu |  |

External-to-College Approvals:

| Council | Date Approved | Signature | Approval of Revision ² |
|------------------------------|---------------|----------------------------|-----------------------------------|
| Undergraduate Council | 4/12/2011 | | |
| Graduate Council | | | |
| Health Care Colleges Council | | | |
| Senate Council Approval | | University Senate Approval | |

*1/26/11 to
sent
UGC*

Comments:

¹ Proposal name used here must match name entered on corresponding course or program form.

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

NEW COURSE FORM

1. General Information.

- a. Submitted by the College of: Arts and Sciences Today's Date: Sept. 28, 2010
- b. Department/Division: History
- c. Contact person name: Tracy Campbell Email: tracamp@uky.edu Phone: 7-7811
- d. Requested Effective Date: Semester following approval OR Specific Term/Year¹: fall, 2011

2. Designation and Description of Proposed Course.

- a. Prefix and Number: HIS 112
- b. Full Title: The Making of Modern Kentucky
- c. Transcript Title (if full title is more than 40 characters): _____
- d. To be Cross-Listed² with (Prefix and Number): _____

e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.

x Lecture _____ Laboratory¹ _____ Recitation _____ Discussion _____ Indep. Study _____

_____ Clinical _____ Colloquium _____ Practicum _____ Research _____ Residency _____

_____ Seminar _____ Studio _____ Other – Please explain: _____

f. Identify a grading system: Letter (A, B, C, etc.) Pass/Fail

g. Number of credits: 3

h. Is this course repeatable for additional credit? YES NO

If YES: Maximum number of credit hours: _____

If YES: Will this course allow multiple registrations during the same semester? YES NO

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

j. Prerequisites, if any: _____

k. Will this course also be offered through Distance Learning? YES⁴ NO

l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both

3. Will this course be taught off campus? YES NO

4. Frequency of Course Offering.

a. Course will be offered (check all that apply): Fall Spring Summer

b. Will the course be offered every year? YES NO

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

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

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

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

NEW COURSE FORM

If NO, explain: _____

5. Are facilities and personnel necessary for the proposed new course available? YES NO

If NO, explain: _____

6. What enrollment (per section per semester) may reasonably be expected? 150

7. Anticipated Student Demand.

- a. Will this course serve students primarily within the degree program? YES NO
- b. Will it be of interest to a significant number of students outside the degree pgm? YES NO

If YES, explain: For students from Kentucky, this course will be essential in understanding how Kentucky has developed over the past decades, as well as provide a grounding in the many challenges we face today.

8. Check the category most applicable to this course:

- Traditional – Offered in Corresponding Departments at Universities Elsewhere
- Relatively New – Now Being Widely Established
- Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

- a. Is this course part of a proposed new program? YES NO

If YES, name the proposed new program: GenEd

- b. Will this course be a new requirement⁵ for ANY program? YES NO

If YES⁵, list affected programs: _____

10. Information to be Placed on Syllabus.

- a. Is the course 400G or 500? YES NO

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in **10.b**. You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)

- b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached.

⁵ In order to change a program, a program change form must also be submitted.

HIS 112
The Making of Modern Kentucky

Day/Time/Place: TBD

Instructor: Tracy Campbell **Email: tracamp@uky.edu**
Office phone: 7-7811 **Office address: POT 1769**
Preferred method on contact: either **Office Hours: days and times TBD**
Teaching/Grad. Assist: TBD **email: TBD**

Overview of course:

This course is an introduction to the history of Kentucky from 1900 to the present. We will examine the major political, social, economic, and cultural developments that have significantly shaped the state. 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 state, and better equip the student to confront some of Kentucky's looming challenges in the 21st century. In the end, by examining Kentucky as a lens through which to view larger themes, this course is ultimately about America.

Student Learning Outcomes:

By the end of the course, the student should have demonstrated an ability to examine historical evidence relative to Kentucky, and learn to ask historically significant questions and evaluate evidence. In addition, the student should be able to critically assess primary source material and appreciate the political, cultural, social, economic, and environmental challenges Kentucky has faced over the past century. The student should be able to not only appreciate the sectional differences that exist in Kentucky, but also the racial, class, and gender dynamics at work.

Course Goals and Objectives:

The student will gain not only a local and national appreciation for the history of the Commonwealth, but also see how Kentucky fits into a larger, global perspective.

REQUIRED READINGS:

Lowell H. Harrison and James C. Klotter, *A New History of Kentucky*.
Ronald D Eller, *Uneven Ground*.
Erik Reece, *Lost Mountain*.
Harriet Arnow, *The Dollmaker*.

Grading*:

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

EXAM #125%
EXAM #2 (Mid-Term).....25%
EXAM #330%
PRIMARY DOCUMENT EXERCISE #110%
PRIMARY DOCUMENT EXERCISE #210%

Numerical grading scale and relationship to letter grades for Undergraduate/Graduate
(ex. A 90-100 B 80-89 C 70-79 D 60-69 E below 60;

PRIMARY SOURCE EXERCISES: On two occasions, you will be required to examine a folder from one of the major collections housed in the Special Collections department at M.I. King Library. These folders will be on reserve in Special Collections under “Campbell—HIS 112.” You will be asked to examine a file that looks at a particular political or social dilemma in Kentucky. After examining the material from one of these folders, write a short paper (3-5 pages) on the following: what is the subject of your folder? What is in this folder and what is its historical significance? How is political or economic power working in this case? How do you think this particular dilemma you examined should have been resolved? In all, what did you learn from this source that you cannot from any other source?

Tentative course schedule:

SCHEDULE:

AUGUST 28—Introduction.

SEPTEMBER

2—A New and Violent Century

4—The Assassination of Goebel and its Aftermath

9—The Tobacco Wars

11—Education in Kentucky

16—The Roaring Twenties?

18—The Depression and the New Deal

23—Kentucky and the Second World War

25—**EXAM #1**

30—Kentucky on the National Stage

OCTOBER

2—“King Coal”

7—Political Giants **Primary Document Exercise #1 Due**

9—Civil Rights in Kentucky I

14—Civil Rights in Kentucky II

16—Kentucky and the “Great Society”

21—Environmental Catastrophes

23—See “Big Lever”

28—**EXAM #2 Mid-Term Exam**

30—UK and Kentucky

NOVEMBER

4—Economic Transformations

6—Politics and Culture

11—John Y., Wallace Wilkinson, and a New Politics

13—A Conservative Tide

18—Education Reform?

20—Kentucky on the Eve of the Twenty-First Century **Primary Document Exercise #2 Due**

25—See “Harlan County USA”

27—THANKSGIVING HOLIDAY

DECEMBER

2—Old Habits

4—Kentucky and the World

9—Review

FINAL EXAM

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

Course Policy for Attendance:

Attendance will be recorded for every class meeting. Two unexcused absences will be allowed without penalty. After that, each absence will incur a 10% reduction in the attendance grade. Excused absences will be given at instructor's discretion only with proof as defined by S.R. 5.2.4.2. [<http://www.uky.edu/Ombud/policies.php> S.R. 5.2.4.2 defines the acceptable reasons for excused absences.]

YOUR RESPONSIBILITIES:

Please be aware of university policy regarding cheating and plagiarism as outlined in *Student Rights and Responsibilities*. Please remember that 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 proper acknowledgements and citation, the student is guilty of plagiarism. This includes reproducing someone else's work, whether it be a published article, a chapter of a book, or a paper from

a friend or from a file or internet source. 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 person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is submitted to the instructor, 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 are 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. If you have any questions about citations or citing a source, please see me before submitting drafts or papers. In addition, a letter will be sent to the Chair of the Department and the Dean of the College of Arts and Sciences requesting further disciplinary action. Also, please do not bring food, beverages, or tobacco products of any kind to class. Turn off all cell phones and pagers before class.

Course Policy for Submission of Assignments:

All assignments and exams shall be completed on the day they are scheduled. If you must miss an assignment or an exam, please notify the instructor in order to schedule all make-up assignments.

Course Policy on Academic Integrity:

All assignments, projects, and exercises completed by students for this class should be the product of the personal efforts of the individual(s) whose name(s) appear on the corresponding assignment. Misrepresenting others' work as one's own in the form of cheating or plagiarism is unethical and will lead to those penalties outlined in the University Senate Rules (6.3.1 & 6.3.2) at the following website: http://www.uky.edu/USC/New/rules_regulations/index.htm. The Ombud site also has information on plagiarism found at <http://www.uky.edu/Ombud>.)

Course Policy on Classroom civility and decorum:

The university, college and department have a commitment to respect the dignity of all and to value differences among members of our academic community. There exists the role of discussion and debate in academic discovery and the right of all to respectfully disagree from time-to-time. Students clearly have the right to take reasoned exception and to voice opinions contrary to those offered by the instructor and/or other students (S.R. 6.1.2). Equally, a faculty member has the right -- and the responsibility -- to ensure that all academic discourse occurs in a context characterized by respect and civility. Obviously, the accepted level of civility would not include 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 irrelevant factors.)

Course Policy for Group work & student collaboration: (if applicable)

The syllabi for courses within which students are expected to engage in group learning, team projects, or other collaborative, course-related activities must provide explicit explication of how individual student performance will be assessed in such shared learning activities. Requiring as part of the group assignment that the team must explain the involvement of each member in the project and/or actually assess the contribution of each other to the final product may encourage balanced and active participation and contribution by all group members. If student peer assessment is included, it should not be the only evaluation made of individual student performance.)

General Education Course Approval Cover Sheet

Date of Submission 09/28/10

1. Check which area(s) this course applies to

| | | | |
|----------------------------------|-------------------------------------|--|-------------------------------------|
| Inquiry - Arts & Creativity | <input type="checkbox"/> | Composition & Communications - II | <input type="checkbox"/> |
| Inquiry - Humanities | <input checked="" 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 checked="" type="checkbox"/> |
| Composition & Communications - I | <input type="checkbox"/> | Global Dynamics | <input type="checkbox"/> |

2. Provide Course and Department Information.

Department: HISTORY

Course Prefix and Number: HIS 112 Credit hours: 3

Course Title: The Making of Modern Kentucky

Expected Number of Students per Section: 150 Course Required for Majors in your Program (check one)? Yes No

Prerequisite(s) for Course? no

This request is for (check one) A New Course An Existing Course

Departmental Contact Information

Name: Tracy Campbell Email: tracamp@uky.edu

Office Address: 1769 P.O.T. Phone: 7-7811

3. In addition to this form, the following must be submitted for consideration:

- A syllabus that conforms to the Senate Syllabi Guidelines, including a mapping of the stated learning outcomes to those presented on the corresponding Course Template.
- A completed Course Review Form. See the Gen Ed website <http://www.uky.edu/gened/forms.html> for these forms. Proposals prepared prior to September 15th, 2010 are allowed to use a narrative instead of the Course Review Form.
- If applicable, a major course change form for revision of an existing course, or a new course form for a new course.

4. Signatures

Department Chair: Francie Chesser Lipsz Date: 10/4/10

Dean: Anna R. K. Bosch Date: 10/4/10

All proposals are to be submitted from the College Dean's Office
Submission is by way of the General Education website <http://www.uky.edu/gened>

**Course Review Form
U.S. Citizenship/Diversity/Community**

Course Name: The Making of Modern Kentucky

College: Arts and Sciences

For Review Committee Use Only

Accept Revisions Needed

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.

- Evidence that demonstrates student understanding of historical, societal, and cultural differences, such as those arising from race, ethnicity, gender, sexuality, language, nationality, religion, political and ethical perspectives, and socioeconomic class.

Date/location on syllabus of such evidence:

On Oct. 9 and 14, "Civil Rights in Kentucky, I and II"

Brief description or example:

During this week, students will learn of the civil rights struggle in Kentucky, and understand not only the historical barriers to racial and gender justice, but also the strategies utilized by various groups.

- Materials and processes that foster student understanding of how these differences influence issues of social justice and/or civic responsibility.

Date/location on syllabus of such evidence:

October 21, "Environmental Catastrophes"

Brief description or example:

This course will be devoted to understanding how the ways in which Kentuckians have treated the land, water, and air have had drastic consequences on the Commonwealth, and how it is our civic responsibility to understand these historical forces in order to build a more sustainable future.

- Readings, lectures, or presentations that encourage student s to demonstrate an understanding of historical, societal, and cultural contexts relevant to the subject matter of the course.

Date/location on syllabus of such evidence:

Sept. 11, "Education in Kentucky"

Brief description or example:

Although just about any session in this course could apply, here is a day where we will examine the role of public education in Kentucky. In order to properly assess modern educational deficiencies, it is necessary to understand the historical, economic, and cultural context of education reform.

- Processes and assignments that engage students in understanding at least two of the following, as they pertain to the subject matter of the course:
- Societal, cultural, and institutional change over time
 - Civic engagement
 - Regional, national, or cross-national comparisons
 - Power and resistance

Date/location on syllabus of such evidence:

Oct. 2, "King Coal", and Nov. 25, "Harlan County, U.S.A."

Brief description or example:

This class will help students understand elements "c" and "d." First, by understanding the role of coal in Kentucky, we will also see its influence in the Appalachian region. Necessarily, the students will see how the representatives of coal have exercised considerable influence in the region, and how the UMW and other groups have fought against this power.

- At least two assessable individual or group projects that focus on personal and/or collective decision-making. The projects should require students to identify and evaluate conflicts, compromises, and/or ethical dilemmas. These projects shall demonstrate a basic understanding of effective and responsible participation in a diverse society.

Date/location on syllabus of such evidence:

Oct. 7--"Primary Document Exercise #1"

Brief description or example:

Students will work in small teams to assess a collection of materials related to a dilemma in recent Kentucky history. For example, the role of TVA in western Kentucky. By examining primary and secondary sources, students should address whether the TVA has been a beneficial or destructive force in Kentucky.

- Evidence that students make effective use of library and other information sources, when applicable, in order to demonstrate information literacy in the exploration of the course's major thematic foci.

Date/location on syllabus of such an assignment:

Nov. 20, "Primary Document Exercise #2 Due"

Brief description or example:

Students will examine a collection of primary documents at King Library that relate directly to Kentucky history. This assignment will require them to write critical analyses of major moments in recent Kentucky history by using primary documents.

Reviewer Comments:

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:
Sept. 25, Exam 1

Brief Description:

The exams in this course will require students to critically evaluate issues of importance to Kentucky, especially those with differing interpretations.

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:
Oct. 28, Exam #2

Brief Description:

The exam in this period will require students to examine Kentucky culture, especially literary and artistic expressions, and how these relate to larger issues.

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:
Oct.7, Primary Document Exercise

Brief Description:

Students will examine primary documents in the King Library, and write interpretive essays on what they uncover.

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

Example(s) from syllabus:
Nov. 20--Primary Document Exercise #2

Brief Description:

Students will present their findings to their peers in their break-out sessions.

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:

Both Primary Document Exercises

Brief Description:

This is an integral part of the class and will involve using primary documents to better understand how historians conduct their investigations.

Information literacy component:

The primary document exercise.

Reviewer's Comments: