

## 1. General Information

1a. Submitted by the College of: DESIGN

Date Submitted: 5/18/2016

1b. Department/Division: Historic Preservation

1c. Contact Person

Name: Sabrina Brewer

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Responsible Faculty ID (if different from Contact)

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1d. Requested Effective Date: Specific Term/Year <sup>1</sup> Spring/2016

1e. Should this course be a UK Core Course? No

## 2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: HP 352

2c. Full Title: Kentucky Architecture and Landscapes

2d. Transcript Title: KY Arch and Land

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 3

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: This course is an introduction to Kentucky's characteristic built environment. There will be a focus on central Kentucky to enable context for assignments and access to sites for field trips. The course employs an interdisciplinary approach to architectural and cultural landscape developments, using both historical and geographical perspectives. It will include lectures, discussions, field trips/field observations and readings. Students will need to provide their own transportation to the field trip site. When necessary, carpooling arrangements will be made for any student without appropriate transportation. There will be nominal cost associated with the field trips.

2k. Prerequisites, if any: Junior standing or permission of instructor

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Spring,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 30

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: No

Will it be of interest to a significant number of students outside the degree pgm?: Yes

If Yes, explain: Interests to undergraduates: architecture, interiors, anthropology, geography, history

8. Check the category most applicable to this course: Not Yet Found in Many (or Any) Other Universities ,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: Yes

If YES, name the proposed new program: Historic Preservation Undergrad Certificate

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

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: Yes

## 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:

**HP 352**  
**Kentucky Architecture and Landscapes**  
**XX semester, 20XX**

**3 credit hours**

Tuesdays & Thursdays

Time: to be determined

Place: to be determined

**Instructor:** Julie Riesenweber  
**Office Address:** 100-B Bowman Hall  
**Email:** [jriesen@uky.edu](mailto:jriesen@uky.edu)  
**Office Phone:** 257-XXXX; 699-1427  
**Office hours:** To be established each semester; before and after class; or by appointment

**Course Description:** This course is an introduction to Kentucky's characteristic built environment. There will be a focus on central Kentucky to enable context for assignments and access to sites for field trips. The course employs an interdisciplinary approach to architectural and cultural landscape developments, using both historical and geographical perspectives. It will include lectures, discussion, field trips/field observations and readings. 3 credit hours.

**Prerequisites:** junior standing or consent of the instructor

**Student Learning Outcomes:** After completing this course, the student will be able to:

1. Describe a general chronology of developments in Kentucky's built environment
2. Describe Kentucky's physiographic and cultural landscape regions and
3. Demonstrate how these impact the built environment in written assignments and class discussions
4. Examine the built environment for clues about time, place and change over time
5. Apply conceptual constructs to actual buildings and landscapes

**Required Materials:**

Textbook: Virginia and Lee McAlester, *A Field Guide To American Houses*. New York: Alfred A. Knopf, 2006.

Camera (camera in phone is fine)

Ability to travel to field trip sites in and near Lexington; minor fees for admittance at some properties

**A Word about Field Trips:**

This course will include 4 field trips to examine and discuss Kentucky architecture and landscapes “on the ground.” The field trips noted in the “course schedule” section of the syllabus will take place in lieu of regular class sessions. All field trip sites are located within Lexington/Fayette County so that our visits can be accomplished within the time allotted for class. On those days field trips are scheduled, we will meet for class on site; students will be provided with directions and other pertinent information beforehand. Students will need to provide their own transportation to the field trip site. When necessary, carpooling arrangements will be made for any student without appropriate transportation.

In addition, there are 4 class assignments that involve visiting and examining local buildings and landscapes. Students should accomplish this “research” on their own time.

**Course Activities and Assignments:** Each student’s grade for the course will be determined by the combination of the following factors:

**Course participation (and attendance): 15% total**

There will be many opportunities for both structured and spontaneous participation in class. Students are encouraged to ask questions and comment as needed and appropriate. This sort of participation will earn up to 5 points or 5% of the final grade.

Attendance will likewise count for up to 10 points or 10% of the final grade. Attendance will be taken at every class session and is expected for both on-campus meetings and field trips.

**Assignments: 60% total (4 assignments, 15% each)****1) Log cabin or log house? 15%**

Locate a log building in Lexington (or elsewhere in Kentucky) and take or obtain at least one and no more than 5 photographic images of it. Perhaps there is one in your home town? You may use an image of a Kentucky log building found on the web or in a book, but if you do, be sure to include the

source of the image(s). Turn in the image(s) along with a short essay (no more than 2, 12 pt., double-spaced pages) explaining why you believe the building is a log cabin or a log house. Your images should support the argument you make in your essay by depicting either cabin-like or house-like features of the building.

## **2) Townhouse styles 15%**

Choose a building of “townhouse” form in Lexington and take or obtain an image or images of it. Discuss the architectural style(s) apparent on the building in a short essay (no more than 3, 12 point, double-spaced pages), identifying those specific features of the building that signal the style(s) you identify. Your images should support the argument you make in your essay by depicting the character-defining features of the style(s) you identify.

## **3) Waveland: a gentleman farm? 15%**

Visit Waveland, a state historic site located just outside Lexington. Write a short essay (no more than 5, 12 pt., double-spaced pages) arguing why you believe the property to have been or not been a “gentleman farm.” Your argument may be augmented with images, including photographs, maps or site plans.

## **4) Architecture/landscape analysis: 15%**

Choose one of the following Lexington neighborhoods: Western Suburb, Fayette Park, Kenwick, Seven Parks, or Glendover. Focus on one house in the neighborhood you choose, paying attention to its neighborhood context. Write a short essay (no more than 5, 12 pt., double-spaced pages), identifying the style and materials used. What do these say about the building’s relationship with its neighborhood, city, and state? What do they say about when the building was constructed and/or modified? Your essay may be augmented with images, including photographs, maps, or site plans.

## **Take-home final examination: 25%**

### **Course Grading:**

Grades will be assigned to completed coursework throughout the semester. All assignments will receive letter grades or an equivalent numerical score. Coursework may also include written comments.

Numeric scores will be recorded as a point value corresponding to the weight of the

assignment in the final grade. (I.e., an assignment worth 20% of the final grade would receive a numeric score of up to 20 points); letter grades will be recorded as 'A,' 'B,' 'C,' 'D,' or 'E.'

Letter grades shall be understood to represent:

A – Assigned to work substantially above the expectation for the course. Work represents very high achievement as a result of aptitude, effort and intellectual initiative. Work represents exceptional integration of class lectures and readings into the assignment, relying upon both consideration of relevant analysis and original ideas to jointly support decisions and arguments.

B – Assigned to work above the expectation for the course. Work represents a high achievement as a result of ability and effort. Work represents strong integration of class information into the assignment, using relevant analysis to support arguments.

C – Assigned to work completed at average expectation for the course. Work represents satisfactory achievement, with basic integration of course information to the assignment, but without significant or relevant analysis to support arguments.

D – Assigned to work completed below the average expectation for the course. Work represent unsatisfactory performance and at the minimum effort for which credit is given. While one aspect of the work may be average, strong or exceptional, it does not overall demonstrate a comprehensive understanding of the content covered by the assignment.

All grades and scores will consider the completion of the stated assignment objectives and requirements, critical thinking ability, and the execution of the submitted assignment. While the course's exercises and projects can technically be completed to earn credit, mere completion of an assignment is not the minimum necessary to receive a satisfactory grade. The time involved to achieve satisfactory through exceptional performance will vary by student as well as by assignment.

**Mid-term Grade:** Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/registrar/calendar>)

**Final Exam Information**

Date, time, location, other information: TBD

**Final Grades** will be assigned as follows:

A	=	90 or above
B	=	80 or above
C	=	70 or above
D	=	60 or above
E	=	59 or below

**Course Policies:**

**Submission of Assignments:**

Unless otherwise indicated, all assignments are due in hard copy at the end of class on the due date indicated in this syllabus.

Unless previous arrangements have been made with the instructor, late assignments will not be accepted. Students who wish additional time to complete an assignment should make a request in writing by submitting an email to the instructor before the assignment is due. Approved late assignments will receive the equivalent of one half letter grade deduction (eg., from B to B-) per calendar day late. Assignments submitted late as a result of an excused absence will not be penalized.

**Attendance Policy:**

Students are expected to be physically and mentally present during all class sessions. Unless otherwise indicated, students are expected to remain for the entire scheduled class session, and students not engaged in the work of the course will be asked to leave the classroom.

Students arriving late or leaving early will be recorded as absent or "tardy" at the instructor's discretion. (In general, "tardy" means the late arrival for any course session.) Three tardy arrivals will be considered the same as one absence. More than three unexcused absences will result in a grade reduction of one letter grade for the final grade.

Attendance will be taken each class meeting and will constitute two-thirds (2/3) of the course participation grade.

**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](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:**

Academic study must comply with strict scholarly and professional standards for intellectual 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 in the text written by another 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.

#### **Appropriate Citations:**

All assignments for the course shall include appropriate citations for quoted text, paraphrased ideas or concepts and graphic images. Students should consult the *Chicago Manual of Style* (in the reference sections of Young Library and the Fine Arts Library: Z253.U69 1993).

A failure to cite quotations, paraphrases or graphics will result in the student receiving no credit for the affected assignment. A second failure to provide appropriate citations will result in a failing grade for the course. In this case, the instructor will report the offense to University officials. If the offense is considered severe or the student has other academic offenses on his or her record, more serious penalties, up to suspension from the university, may be imposed.

#### **Using Images:**

Assignments may require the inclusion of images from outside sources. For this course, all assignment-required images shall be either original photographs or photocopied, or scanned and printed. The architecture library provides black-and-white photocopy machines and will facilitate color photocopying images.

Under no circumstances are original images to be removed from books, periodicals, or any resource within the library system. If a submitted assignment is found to contain original images from a library system source, the student will not receive any credit for the assignment. All suspicious images will be turned over to the UK library system for investigation and the determination of replacement fees.

**Classroom Behavior:**

Courtesy, civility and respect for all class participants (including students, faculty, teaching assistants and guest speakers) is required in this course. Anyone behaving disrespectfully or in a disruptive manner will be asked to leave the classroom. Students will be asked to withdraw from class upon a second offense.

**Electronic Devices:**

The use of cell phones during class is strictly prohibited. Please turn off all devices prior to class. Students may use laptops to take notes. However, the instructor reserves the right to change this policy if students appear to be using their computers for other purposes during class. After one warning, any student violating the phone and computer policy will be asked to withdraw from the class.

**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](mailto:drc@uky.edu). Their web address is <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>.

## Course Schedule

- Thurs. Introduction to course**
- Tues. Kentucky before Boone: Natural Environment & Native Kentuckians**
- Thurs. Migration & the Diffusion of Architectural Ideas**
- Material culture
  - Cultural hearths; cultural landscape regions
  - Paths of migration
- Tues. Precedents: Architecture of the Colonial and Early National Periods in the Mid-Atlantic and Chesapeake Regions**
- Construction technologies (especially log & frame)
  - Forms
  - Ornamental modes (styles)
  - Ethnicities
- Thurs. Settling Kentucky: Forts and Stations**
- The McAfee saga (Salt River vicinity; Mercer Co.)
  - Boonesboro; Fort Harrod
  - "Along the Maysville Rd."; Wilderness Rd.
- Tues. Log Construction: Cabin or House?**
- "The Pioneer Log House"
  - Washington, Ruddles Mills
- Thurs. Place/symbol: the Log Cabin Myth**

- Tues. Domesticating the Wilderness**
- Tenants
  - Clearing/Fencing; Fencing stock out
  - Auvergne; Julian Farm
- Thurs: Capitalizing on the Natural Environment: Early Industry**
- Ruddles Mills; Lower Howard's Creek
- Tues. Urban Visions**
- Towns and townhouses
  - South Hill; Gratz Park; Western Suburb
- Thurs. Lexington: the Athens of the West**
- Tues. Villas and Grand Architectural Schemes**
- The villa type
  - The suburban villa ring
  - Pope Villa; Elly Villa
- Thurs. Field Trip: Pope Villa**
- Tues. Antebellum Agriculture: Gentleman and other Farms**
- Inner vs. outer bluegrass
  - The Green River country
  - Diversified agriculture
  - Hemp
- Thurs. Place/symbol: Rock Fences**

- Tues.           The Hanging Rock District: Iron Furnaces**  
                    Fitchburg Furnace
- Thurs.           The Civil War in Kentucky: Perryville and other Battlefields**
- Tues.           Spring Break**
- Thurs.           Spring Break**
- Tues.           African Americans after the Civil War: Rural Communities**  
                    Fayette County's small rural communities
- Thurs.           Field Trip: Cadentown or Maddoxtown**
- Tues.           County Seat Towns and Courthouse Squares**  
                    Courthouse square types  
                    Main streets
- Thurs.           Place/symbol: Horse Farms**
- Tues.           Streetcar and Railroad Suburbs**  
                    Pee Wee Valley; Anchorage  
                    Ayelsford; Ashland Park
- Thurs.           Field Trip: Ashland and Ashland Park**
- Tues.           The Towns that Coal Built**
- Thurs.           Settlement Schools**

**Tues:           Automobility and Twentieth Century Expansion**

Shopping strips

New house types

Eastland

Southland

**Thurs:           Field Trip: Southland**

Where was Woolworth?

**Tues.           The Atomic Age**

Paducah's gaseous diffusion plant

**Thurs.           Other Places and Spaces**

**Tues.           Finals Week**

**Thurs.           Finals Week**

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<sup>i</sup> Young Library.

<sup>ii</sup> Kentucky Room in Lexington Public Library (Central Branch – Downtown.)