# NEW COURSE FORM

## 1. General Information.

| a. Submitted by the College of: | Education | Today’s Date: | 02/16/2011 |
| b. Department/Division: | EPE / Educational Policy Studies and Evaluation |
| c. Contact person name: | John Thelin | Email: | jthelin@uky.edu | Phone: (859) 257-4996 |
| d. Requested Effective Date: | ☐ Semester following approval | OR | ☑ Specific Term/Year: Fall 2012 |

## 2. Designation and Description of Proposed Course.

| a. Prefix and Number: | EPE 350 |
| b. Full Title: | Town and Gown in Fact and Fiction: Campus and Community as Local History |
| c. Transcript Title (if full title is more than 40 characters): | Town and Gown in Fact and Fiction |
| d. To be Cross-Listed with (Prefix and Number): | |
| e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours for each meeting pattern type. |
|   - Lecture: | | Laboratory: 1 |
|   - Recitation: | | Indep. Study: |
|   - Clinical: | | Colloquium: |
|   - Practicum: | | Research: |
|   - 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: | This course sets out to make the study of campus and community - “Town and Gown” part of local history. It includes reading a variety of sources – novels, memoirs, historical documents, and scholarly articles |
| j. Prerequisites, if any: | |
| k. Will this course also be offered through Distance Learning? | YES ☐ | 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 |

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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

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

If NO, explain: Based on EPE faculty loads and campus wide student demands

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? 15 to 20

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: Already approved by UK university wide General Education committee and Provost for the Humanities Inquiry General Education Requirement

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: University wide General Education (Humanities Intellectual Inquiry)

b. Will this course be a new requirement\(^5\) for ANY program? YES ☒ NO ☐

If YES\(^5\), list affected programs: Humanities -- Intellectual Inquiry component of General Education

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.

Rev 8/09
NEW COURSE FORM

Signature Routing Log

General Information:

Course Prefix and Number: EPE 3xx (requires a new number)
Proposal Contact Person Name: John Thelin Phone: 257-4996 Email: jthelin@uky.edu

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

Internal College Approvals and Course Cross-listing Approvals:

<table>
<thead>
<tr>
<th>Reviewing Group</th>
<th>Date Approved</th>
<th>Contact Person (name/phone/email)</th>
<th>Signature</th>
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<tr>
<td>EPE dept, COE</td>
<td>March 9, 2011</td>
<td>John Thelin / 257-4996 / <a href="mailto:jthelin@uky.edu">jthelin@uky.edu</a></td>
<td>John Thelin signature</td>
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External-to-College Approvals:

<table>
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<th>Date Approved</th>
<th>Signature</th>
<th>Approval of Revision 6</th>
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<td>Senate Council Approval</td>
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Comments:
This course proposal was approved in July 2010 by the UK General Education Committee. Contact person for information on this is Assistant Provost Nichole Knutsen

6 Councils use this space to indicate approval of revisions made subsequent to that council’s approval, if deemed necessary by the revising council.
Course Prospectus: The relationships of campus and communities – often known as “Town and Gown” – have an interesting heritage. This course sets out to make “Town and Gown” part of local history. It includes reading a variety of sources – novels, memoirs, historical documents, and scholarly articles – to allow you to gain an appreciation for “Town and Gown” in both the present and past. Second, it provides a good opportunity for you to connect and consider your own experience as a college student and local citizen in light of broad historical perspective. Third, I will try to provide interesting assignments that give you a chance to work actively as an historian who explores questions and solves puzzles related to campus and community, past and present.

Readings: Please purchase the following books which will be required readings throughout the semester:

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

In addition to the required readings (noted above) I will hand out each week some historical documents, short articles, memoirs, and essays that illuminate the topics we are discussing.
Resources: For each weekly topic I will list under the category of Resources some suggested books or works that may be interesting and useful to you if you wish to read in depth on a particular topic. These are optional works, many of which might serve as references and examples of advanced scholarship on a particular topic.

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

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

Assignments total fifteen (15) points and will be weighted as follows for determining a student's grade in the course:

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

**Office Hours**: My office is 136A Taylor Building at the University of Kentucky, Lexington campus. My E-Mail address is as follows: "JTHELIN@UKY.EDU". Office telephone is (859) 257-4997. I will hold office hours prior to class meeting and after class. In addition to these regular hours I am available to meet with you by appointment.

### Calendar of Semester Topics, Readings and Assignments

#### Week No. 1

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

**Readings:**  
Henry Seidel Canby’s 1936 memoir, “The College Town”

Anthony Wood’s 1661 account of the 1354 century “Riot at Oxford”


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?”

Thomas Bender, Editor, *The University and the City: From Medieval Origins to the Present* (1988)

**Assignment No. 1 Handed Out**
Week No. 2

Artifacts: 
The Historian as Detective in the Campus and Community

Readings: 
James Deetz, In Small Things Forgotten: Archaeology of Early American Life


David E. Kyvig and Myron A. Marty, Nearby History: Exploring the Past Around You
Ch. 11 “Artifacts”

Assignment No. 1 is due

Assignment No. 2 Handed Out

Week No. 3

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

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

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


Assignment No. 2 is due

Assignment No. 3 handed out
Week No. 4

Anatomy of an Institution:
The Campus as a Distinctive Community

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

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

Resource: Helen Lefkowitz Horowitz, Campus Life

Assignment No. 4 Handed Out

Week No. 5

Anatomy of an Institution:
The Novel as History

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

Week No. 6

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

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


Assignment No. 3 is due
**Week No. 7**

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

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

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

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

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

**Resources:**  

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

**Assignment No. 5 Handed Out**

**Week No. 8**

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

**Readings:**  


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


Assignment No. 5 is due

Week No. 10

“Cliometrics”:  
The Art and Science of Historical Statistics


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


Resources: Carlo Cipolla, Literacy and Development in the West


Assignment No. 6: Hand Out Guidelines: This is an “in class” group assignment
**Week No. 11**

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

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

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

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

The Paper Chase (1973)

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**Week No. 12**

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

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

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

**Assignment No. 7 is handed out**

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**Week No. 13**

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

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

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

**Assignment No. 8 is handed out**
Week No. 14:

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

Assignment No. 7 is due

Week No. 15

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

Readings: Clark Kerr, “The Future of the City of the Intellect,” The Uses of the University, ch. 3.

Assignment No. 8 is due: Final Project
General Education Humanities Course Syllabus

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

Instructor: John R. Thelin

Attachments

Course Assignment Guidelines
General Education Humanities Course Syllabus

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

Instructor: John R. Thelin

Week One: Hand Out

Guidelines for Analyzing Historical Documents

Here’s a useful, systematic list of things to consider as you read – and make sense of – various historical documents. You may use this as a lens for analyzing a student memoir, an official report, a Hollywood movie, a novel – as well as other kinds of primary materials you encounter.

Try to keep your response to each item concise and to the point. Also, keep in mind that it is quite all right not to know the answer to items – so long as this leads you to explore additional materials and interpretations.

The questions start with fairly straightforward technical information and then lead to increasingly substantive and interpretative themes.

1. Date of the document: Is this an original or reproduction?
   Is it re-published in a secondary source?

2. Origins: place of publication or production

3. Author: Any significant biographical background which influences the document?

4. Tone: what is the author's perspective -- and attitude toward the work?

5. Alterations: has the document been edited? If so, how have various editions changed the content or substance?
6. Publisher or Sponsor: does the document reflect the sponsorship or point of view of some particular orthodoxy or group? If so, what is the perspective?

7. Language: are there distinctive words or phrases the author uses which call for careful definition?

8. Brief Summary of the document's content:

9. Historical significance of the document: Why is it important or informative?

10. Triangulation: are there other sources or secondary sources which are useful for making sense out of the document?

11. Context: place the document in its historical setting

12. Missing information: Are there puzzles or gaps in the document which render it incomplete or its meaning uncertain?

13. Additional comments:
Assignment One: Autobiographies: Thanks for the Memories!

Go Fast Forward to the year 2039. Your classmates and the university board of trustees have selected you as the featured speaker for your class reunion. Write a speech in which you recall and comment on your experiences as an undergraduate at the University of Kentucky and a resident of Lexington. What was the campus like – and how has it changed? How did you make use of Lexington’s resources and offerings? What and who were significant in your education and associations? Tell also about your subsequent ventures, activities, and achievements. How did UK help (or, hinder) your personal and professional path? What insights would you – as a distinguished alumnus – give to the undergraduates of 2039?

To prepare yourself for this honored assignment, you may find the following memoirs handed out in class helpful:

Henry Seidel Canby’s 1936 memoir, “The College Town”


Your memoir should be about five pages in length, typed and double spaced. Please hand in one copy at class meeting next week. Also, please send me a copy as a Microsoft word attachment.
General Education Humanities Course Syllabus

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

Instructor: John R. Thelin

Week Two

Assignment No. 2: Artifacts: Monuments & Mementos as Historical Sources

The short projects outlined below are intended to give you “hands on” practice in analyzing miscellaneous historical items and objects and their symbols associated with cities as well as with colleges and universities. You have been assigned to work on one of the three. Please turn a copy of a two-paged typed analysis, due at class meeting next week.

Project A: You are a highly regarded (and highly paid) historical consultant. In fact, so many colleges, universities and schools 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 college or university or school of your choice. Second, 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 B: 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.

Project C: You have been elected mayor of a city (of your choice). The city council has approved funding to construct a new civic center and courthouse complex. This included demolition of the old statue that featured a general from the Civil War. You have an opportunity to pick a name for the new civic complex – and select a statue or sculptor that will providing a public presence for the city. Who and what would you pick – and why?
General Education Humanities Course Syllabus

Town and Gown in Fact and Fiction:
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Week Four

Assignment No. 3: Architecture and Institutional Heritage of Campus and Community

Select a building on a particular college or university campus or a building in the community. Analyze the building according to the following criteria:

* Date of Construction -- and also, Date(s) of Renovation

* Description of size, floor plan, exterior, style

* Are there any distinctive symbols, icons, landmarks or monuments?

* Functions: How has it been used? Has this changed over time? Are there informal uses which depart from official uses?

* Connection between Campus and Community: How is it integrated into total campus design? How does its usage connect – or, distance – members of the campus and local citizens? If it is a community building, how does it fit into the overall city character? If it is a campus building, how does it fit into the campus plan?

* Legends and Lore: Are there any legends or bits of campus lore or civic associated with the building? How does it tie into the saga and history of the campus? Are there student memories associated with the building?

* Does the style and design of the building illustrate important characteristics in the history of American higher education or American social history?

* What sources did you consult to find out about the building? Are there additional sources to which you would have liked to have had access?
* How does the institution "use" history and heritage? Does it invoke one version while forgetting others? Does it reject the past and emphasize the future? Does this “useful past” embellish the historical record?

* If you were a new member of the campus community (e.g., president, dean, faculty, staff, or student) what should you know about the campus architecture and saga which would assist you in your socialization and effective work within the campus? Or, if you were a mayor, how would you take heed of this building in any of your visions and plans for the future of the city?

Papers should be typed, five pages in length, double spaced. Hand in a hard copy of your paper and send me a copy as an e mail attachment. Please be prepared to discuss at class meeting.
Assignment No. 4: The Anatomy of Institutions

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 members. Work closely with your team mates. You will have three weeks to work on this assignment. 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?
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
Assignment No. 5: Images of Organizations

One useful way to think about analyzing a city or 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 city or for a college or university -- or other organization -- you are studying. 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.
General Education Humanities Course Syllabus

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

Instructor: John R. Thelin

Week 10

Assignment No. 6: “Cliometrics”: Solving puzzles of historical statistics

You (or, perhaps, your parents) have just received the University’s bill for semester tuition, with added itemization for room and board. And, on the same day, your mail included monthly itemized charges made to your three credit cards for miscellaneous and varied expenses. This “perfect storm” has fostered the question; “Is it ‘more’ expensive to go to college today than in the past?”

To stall for time, you have suggested to your parents and friends that this general question should be clarified into some specific eras. In other words, “Is going to college in 2010 more or less expensive” than in each of the following years:

2010 (today – the base year)
1990
1970
1950
1930
1910

You will be assigned to a research team responsible for one of those years to answer:

- Present plausible data on what college expenses were in your designated year – and in the currency of that year.
- Compile plausible data on what a typical American family earned in that year – and in the currency of the year.
- Convert the college expense data into its 2010 worth, indexing for inflation.
- Convert the family earning and income data into its 2010 worth, indexing for inflation.
- Compare and contrast the data with 2010 and your year.
- Add commentary of historical context that might shape your interpretation of the skeletal statistical data.
- Present to the class your informed estimate to answer the question about how expensive going to college is today versus your selected historic time period. Also, anticipate your parents’ response to your findings.
Assignment No. 7: Our Town and Gown: Lexington and Its Campuses and Community

You will be assigned to a four-member team. Your group assignment is to research and write a composite profile of both the city of Lexington and the University of Kentucky and Transylvania University – and perhaps other overlooked or forgotten institutions. Draw from your various readings of scholarly articles, student memoirs, novels, and movies to compose an analytic portrait of our local “Town and Gown.” Your contemporary analysis should be accompanied by comment on historical context and developments. Include also a concluding section about the future of “Town and Gown” here.
General Education Humanities Course Syllabus

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Week No. 13

Assignment No. 8: Final Research Project

Look over the readings, projects and discussions about “Town and Gown” we have had during the semester. Select a theme or topic or work that particularly interested you. Then, transform this interest into a research paper. Use the diagnostic list below to help you write and edit your research plan. For example, you may wish to consider exploring one of the following themes:

- Changing geographic, demographic and political relations of a campus and a city
- The world the students create: patterns of undergraduate life on a campus over time
- Personal histories: student memoirs and fiction
- Gender and the changing configuration and use of the campus
- Race and the changing configurations and use of the campus
- Exclusion and inclusion, both in admissions – and within campus life
- The university as a landlord, employer, and land owner
- Neighborhoods, students, and the campus

Your paper should be about ten pages in length, typed, and double spaced. It is due at our final class meeting. Be prepared to discuss your prospects and problems in class. Hand in a hard copy of your paper – and also send me a copy as a Microsoft Word attached document.

Historical Research Paper: Guidelines for a Work in Progress

- Potential Topic

- 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 finish with your exploration?

● The Student’s Wish List: Information You do not have, but wish you did!

● 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
General Education Humanities Course Syllabus

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

Instructor: John R. Thelin

Attachment

Course Student Learning Outcomes (SLO)
And
Gen Ed Core Competencies in Part or in Whole

This course attempts to achieve Student Learning Outcomes (SLO) as defined for Humanities LOL through eight (8) written assignments that provide the base for class discussion over the entire semester, summarized below:

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


The following commentary delineates how these eight assignments address Student Learning Outcomes (SLO) for Gen Ed Core Competencies I part or in whole:

1. **Demonstrate the ability to present and critically evaluate competing interpretations through analysis and argumentation in writing and orally.**

The required books for the course promote this SLO by having the student read provocative, critical works by established scholars in the field. These are supplemented each week by historical documents and primary sources. The student then must reconcile the secondary sources with the primary sources.

To make certain that a student pursues this synthesis, each and all of the assignments deal with this, progressing to accumulate so that a student may bring these analytic concepts together in a final research project. One particular example of how I approach this competency is my reliance throughout the semester on the anthology edited by Thomas Bender, *The City and the University*. Contributors are twenty established scholars, with each writing about a particular significant city and university in different eras and places, from the medieval period of the 14th century on the European continent and progressing with culminating articles by Edward Shils on the history of Chicago and the University of Chicago, and sociologist Nathan Glazer’s end piece on New York City and New York University as a case study of the city and university in the United States following World War II. The appeal of the anthology is that it holds two essential elements constant – the city and the university. Against this institutional and conceptual backdrop, the editor has shown continuity and change, variation and similarity in a range of different national cultures and historic periods.

This source of substantive case studies is then meshed with the historical research guide provided by Kyvig and Marty in their book, *Nearby History*. Hence, a student must then reconcile the advanced, diverse secondary source as context for her/his own research project and case study.

2. **Demonstrate the ability to distinguish different artistic, literary, philosophical, and historical schools and periods according to the varying world-views characterized therein.**

The essential character of this course is historical. However, it is accompanied by simultaneous readings by economists, sociologists, anthropologists, film makers, and novelists. A key item I introduce at the first class meeting and then is used in subsequent assignments is the guide presented below. Its step-by-step components presented below speak to this Gen Ed competency.
Guidelines for Analyzing Historical Documents

Here’s a useful, systematic list of things to consider as you read – and make sense of – various historical documents. You may use this as a lens for analyzing a student memoir, an official report, a Hollywood movie, a novel – as well as other kinds of primary materials you encounter. Try to keep your response to each item concise and to the point. Also, keep in mind that it is quite all right not to know the answer to items – so long as this leads you to explore additional materials and interpretations.

The questions start with fairly straightforward technical information and then lead to increasingly substantive and interpretative themes.

1. Date of the document: Is this an original or reproduction?

2. Origins: place of publication or production

3. Author: Any significant biographical background which influences the document?

4. Tone: what is the author's perspective -- and attitude toward the work?

5. Alterations: has the document been edited? If so, how have various editions changed the content or substance?

6. Publisher or Sponsor: does the document reflect the sponsorship or point of view of some particular orthodoxy or group? If so, what is the perspective?

7. Language: are there distinctive words or phrases the author uses which call for careful definition

8. Brief Summary of the document's content:

9. Historical significance of the document: Why is it important or informative?

10. Triangulation: are there other sources or secondary sources which are useful for making sense out of the document?

11. Context: place the document in its historical setting

12. Missing information: Are there puzzles or gaps in the document which render it incomplete or its meaning uncertain?

13. Additional comments:
3. Demonstrate the ability to identify the values and presuppositions that underlie the world views of different cultures and different peoples over time as well as one’s own culture through the analysis and interpretation of works of philosophy, art, folklore, film, literature, historical narratives or the primary sources of historical research

The course attempts to fulfill this SLO by taking two core entities – campus and city – and consider them in their historically changing complexity, their variance over time and place, and the different experiences for various constituencies. Compliance with this standard is best illustrated by two major assignments, each of which deals with analyzing a novel as an historical source. Assignment 4, for example, uses Louis Auchincloss’s The Rector of Justin as the primary source of data. It prompts an undergraduate at UK today to step outside the immediate experiences on several counts: first, Auchincloss writes from and about the world of elite New York city of the 19th and early 20th centuries. Second, the novel deals with the distinctive patterns of life and values in a New England prep school from about 1880 to 1945. Not only is this a changing world, it probably is a regional culture and institutional type quite unknown to most undergraduates at UK. Furthermore, the novel is written as a series of autobiographical statements and diaries by numerous characters – a format that forces the student as analyst to sort and sift disparate recollections and opinions, all focused on the ethos of an academic community over time.

In a similar vein, my choice of Jack Finney’s 1970 novel, Time and Again is useful for making a student confront differences in time and place because it deals with the protagonist’s transport back in time from 1970 to the 1880s – all in New York City. Thus, the reader must accompany the main character in continually decoding and making sense – and comparisons and contrasts – of urban life in New York about a century apart.

Both novels as historical sources provide a good base from which to introduce students into the logic of historical reconstruction – and the pitfalls of the fallacy of anachronism – i.e., attributing the values and culture of one historic period to another. More specifically, it cautions against attributing the values of the present to the past.

4. Demonstrate disciplinary literacy (vocabulary, concepts, methodology) in written work, oral presentations, and in classroom discussions.

The core reference work and guidebook, Kyvig and Marty’s Nearby History provides, chapter by chapter, and week by week, introduction of new concepts of historical research and logic. Also, the supplementary readings in such area as historical quantitative data and statistics present economic and demographic concepts as part of historical thinking and writing. Taken as a whole and in succession, the assignments
each introduce a significant disciplinary problem – ranging from analysis of an artifact, making sense of an old memoir, placing a 1930s Hollywood movie into the context of popular culture, or monitoring the changing appearance and uses of a building over time. Another example is my introduction of “cliometrics” – historical statistics – in which students must grapple with the complexities of comparing quantitative data over time. In understanding an era’s economics, this includes such strategies as “indexing for inflation.” However, this is by itself insufficient. Works by economic historians Carlo Cipolla and Margery Somers Foster show effectively how the historic context is crucial for making sense of its compilations on such topics as literacy and institutional finances.

The net aim is to have a student in the course of the semester work with the concepts and methods of several variations of historical analysis.

5. Demonstrate the ability to conduct a sustained piece of analysis of some work of art, folklore, film, literature, philosophy or historical event or existing historical narrative that makes use of logical argument, coherent theses, and evidence of that discipline, with the use of library sources where applicable.

Each and all of the written assignments deal with this competency. It is most evident in the guidelines for Assignment No. 8, the final research paper, presented as follows:

**Assignment No.8: Final Research Project**

Look over the readings, projects and discussions about “Town and Gown” we have had during the semester. Select a theme or topic or work that particularly interested you. Then, transform this interest into a research paper. Use the diagnostic list below to help you write and edit your research plan. For example, you may wish to consider exploring one of the following themes:

- Changing geographic, demographic and political relations of a campus and a city
- The world the students create: patterns of undergraduate life on a campus over time
- Personal histories: student memoirs and fiction
- Gender and the changing configuration and use of the campus
- Race and the changing configurations and use of the campus
- Exclusion and inclusion, both in admissions – and within campus life
- The university as a landlord, employer, and land owner
- Neighborhoods, students, and the campus

Your paper should be about ten pages in length, typed, and double spaced. It is due at our final class meeting. Be prepared to discuss your prospects and problems in class. 
Hand in a hard copy of your paper – and also send me a copy as a Microsoft Word attached document.

**Historical Research Paper:**
**Guidelines for a Work in Progress**

- **Potential Topic**

- **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 finish with your exploration?

- **The Student’s Wish List:** Information You do not have, but wish you did!

- **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

In addition to the scope and discipline of the final research paper, another good example to show how this SLO is approached comes from Assignment No. 4 dealing with “The Anatomy of Institutions.” The emphasis is on considering a novel as an historical source that has potential for in-depth analysis. I present below the actual commentary and guidelines I use for this assignment:

Assignment No. 4: The Anatomy of Institutions

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 members. Work closely with your team mates. You will have three weeks to work on this assignment. 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?

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
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Town and Gown in Fact and Fiction:
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Brief Narrative

This course uses a variety of historical sources and scholarly works to introduce undergraduates to the heritage of “Town and Gown.” As such, it provides an opportunity for students to learn about cities and campus – and their inter-relation. In addition to this content, undergraduates are at the same time introduced to the uses and abuses of a variety of historical sources in the process of studying and interpreting institutions and organizations – tied together by the theme of “Town and Gown.” The reference work that provides an introductory guide to historical research on this topic is Kyvig and Marty’s Nearby History – a work they prepared for the American Association of State and Local History. My emphasis is on working with students to explore both the potential and problems of relying on such disparate sources as novels, fiction, Hollywood movies, memoirs, biographies, and autobiographies in reconstructing the life within institutions in various historic periods. In short, an integral part of the course is learning how to combine fiction and fact – and other layers of information – to compose increasingly sophisticated interpretations of characters and events in the life of institutions.

This course places me on “border patrol” between UK’s Humanities and its neighboring disciplines in the Social Sciences. It’s dangerous territory because I am tackling a perennial criticism that the social sciences often invoke about research in the humanities disciplines – namely, a biography or case study often is denigrated as “n=1” research. The implication is that the study of a single work or person lacks inductive power or is suspect for its connection to generalizations about, e.g., typicality.

I welcome this challenge and set forth to show undergraduates how the literary and visual sources associated with the humanities can, indeed, be analyzed so as to be compatible and useful not only to historical study -- but also, in concert with such disciplines as economics and sociology.
How Assignments Build on Each Other

The logic of the sequence of course assignments is to provide a layering of projects and readings which gains momentum and complexity over the semester. In other words, a student progresses from writing an autobiographical essay in the form of a 20th reunion class speech, then connects those insights to analyzing relatively precise, small artifacts, specific historical documents, then moving toward detailed consideration of architecture as part of the Town and Gown legacy. To encourage students to gain appreciation for the art and science of historical analysis, they consider a novel as history – including one about a campus, another about a city. These material units of analysis then are meshed with more subtle and detailed of the campus as a complex, vital environment.

Having established this base of introducing a student to combining secondary sources, primary sources, historical documents, and original observations, the latter assignments of the course include in-depth analysis of student life, the historically changing economics of “going to college,” the relations of great cities and great universities, and depictions of campus life in Hollywood movies and photojournalism.

The text, Nearby History, by Kyvig and Marty, provides a skeletal framework as its respective chapters on specific kinds of historical research problems, are marbled appropriately throughout each week of the course. All these cumulative experiences then are brought to bear on a project in which teams of students undertake fresh analysis of their own Town and Gown setting – the campuses and community of Lexington, past and present. The culminating project is for each student to work with the instructor to select a theme drawn from the preceding weeks of readings and discussion. Having selected a theme, the student then uses the research design diagnostic guide to create a work in progress that is subjected to a variety of tests and sluice gates on matters of significance, validity, induction, deduction, and implications for further research.

How Assignments Achieve Gen Ed Core Competencies

1. Demonstrate the ability to present and critically evaluate competing interpretations through analysis and argumentation in writing and orally.

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Compliance with this standard is best illustrated by two major assignments, each of which deals with analyzing a novel as an historical source. Assignment 4, for example, uses Louis Auchincloss’s The Rector of Justin as the primary source of data. It prompts an undergraduate at UK today to step outside the immediate experiences on several counts: first, Auchincloss writes from and about the world of elite New York city of the 19th and early 20th centuries. Second, the novel deals with the distinctive patterns of life and values in a New England prep school from about 1880 to 1945. Not only is this a changing world, it probably is a regional culture and institutional type quite unknown to most undergraduates at UK. Furthermore, the novel is written as a series of autobiographical statements and diaries by numerous characters – a format that forces the student as analyst to sort and sift disparate
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- its formal mission statement
- its actual accomplishments
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- its campus: buildings 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?

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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?

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List of Support Materials To be Used for Instruction

Textbooks

Thomas Bender, Editor, The University and the City: From Medieval Origins to the Present

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

James Deetz, In Small Things Forgotten: An Archaeology of Early American Life

Louis Auchincloss’s 1964 novel, The Rector of Justin

Jack Finney’s 1970 novel, Time and Again

Supplemental Readings


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


Cipolla, Carlo, Literacy and Development in the West (1968)


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

Fischer, David Hackett, Historians’ Fallacies: Toward a Logic of Historical Thought (1970)


Horowitz, Helen Lefkowitz, Campus Life (1989)


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

Morelock, Kolan Thomas, Taking the Town: Collegiate and Community Culture in the Bluegrass, 1880-1917 (2008)


**Historical Documents and Article Reprints Handed Out in Class**


Benchley, Robert, “What College Did to Me” (Harvard College memoir, circa 1910)


Thurber, James, “University Days” memoir of Ohio State University (circa 1919)

Wood, Anthony, 1661 account of the 1354 century “Riot at Oxford”

**Web Resources**

University of Kentucky Archives and Special Collections: Digital Photograph and Documents Collection.

The Marx Brothers 1931 movie, Horsefeathers (YouTube)

The Paper Chase movie (1973) (YouTube)