

University of Kentucky, LIS CIT 690
Community Archives, Fall 2020
Course Syllabus

Instructor: Ben Alexander

Office Hours: By Appointment – we can always arrange to talk by phone.

Email: Course email or (in a pinch) benalexander@fas.harvard.edu

COURSE DESCRIPTION

“Community Archives” has become a subject of keen interest across the past decade. The reason for this interest, in part, rests in evolving appreciation for the archive as agent of political action, social justice, and shaping of historical identity.

Our first weeks are dedicated to establishing a critical framework for what an archive is and how the archive both creates and complicates the historical record. We will read a variety of critical articles and (excerpts from) texts that provide various perspectives on the archive and that begin to introduce the connections between the archive and community. And, we will read and discuss one critical strategy for shaping community memory / archive – oral history.

We will also focus attention on the history of one particular community: Harlan Kentucky. I choose Harlan because of its geography and also because it is a wonderfully American community. Harlan has long been associated with the challenges of American democracy. Harlan was center of some of the greatest cruelties, exploitations in American industrial history. It has also long been associated with advancement of labor and community rights. And, especially important for our purposes, while Harlan has been the subject of oral history projects it has yet to be the subject of a (21st century archival) community archive project.

We then advance to consider the critical/archival commonplace: communities create archives and archives shape communities. Once we appreciate the reciprocal nature of the archive we turn attention to what's at stake at the convergence of archives and communities. Close examination reveals that various agencies (historical, political, etc.) extend from this critical intersection and introduce many prescient debates within the archival community; including: the relationship between historical identity and social justice; the archive and political agency; how 21st-century technologies are reshaping the parameters of community; and how (or should) community archives be appraised?

The later part of the semester will be dedicated to advancing our own community archive projects – you will hear much more on this shortly. Briefly, both individually or in small groups you will be asked to propose, plan for, and begin to execute a community archives project. These projects can be based on real life example (perhaps a project you would like to execute), can be based on an imagined community, or can focus on a project dedicated to Harlan, Kentucky. The choice is yours. The point is that each of you will

participate in the development of a project that you can either take with you and advance or can serve as template for a future project.

We will end the semester by considering how 21st-century technologies are reshaping understandings of both "community" and the "archive" and, therefore, are reinventing the notion of "community archives." We will learn from the example of the Queens Memory Project and will hear from project director Natalie Milbrodt.

TEXTBOOKS

Assigned

- Alessandro Portelli. They Say In Harlan County: An Oral History. Oxford Oral History Series. Oxford University Press. 2012.
- John W. Hevener. Which Side Are You On?: The Harlan County Coal Miners 1931 - 1939. University of Illinois Press, 2002.

On Reserve

- Jeannette Bastian and Andrew Flinn. Community Archives, Community Spaces: Heritage, Memory and Identity. Facet Publishing, 2020. 1783303506
- Jeannette Bastian and Ben Alexander. Community Archives: Shaping Memory. Facet Publishing 2009. 1856046397.
- Assorted, and many, articles.

ASSIGNMENTS

Every week I list various 'prompts.' These are intended to provide basis for weekly discussion posts and serve as a broad selection of essay topics.

1) Three approximately 3 – 4 page response/reflections.

- Requirements for Essays
 - Essays are expected (required) to be carefully written, well proofed, and be (absolutely) original.
- All essays must conform to APA.
- All essays are due Wednesday, December 3.

2) Weekly Discussion Prompts

- Requirements for discussion prompts

- Similar to the essay assignment, these responses are expected to demonstrate personal and reflective thought. This is an effort to create a seminar-like process of exchange and reflection.
- These are weekly assignments.

3) An oral/visual presentation of 15 minutes and which focuses on (same as above) an article, point of discussion, or professional project. Your presentation must be accompanied by at least 10 PowerPoint slides. I will explain in my introductory video why this (and all assignments) are important - that is how my experience informs that these are not simply academic exercises to fulfill course credit but rather how each assignment is intended as specific preparation for professional practice.

I can add this:

- Do NOT (please and really) summarize a reading. This does nothing for your professional growth – in fact, if such becomes a habit it serves to your detriment as you pursue conference presentations, etc. Further, in the context of a job interview, an unimaginative summary is of little use.
- Do NOT (again, please and really) read from prepared PowerPoint slides. The reason for this is the same as above.

This exercise is an opportunity to illustrate your professional perspective. It doesn't matter if this is your first foray into community archives. Have confidence. Offer a persuasive discussion of your reflections on an article or your introduction of a relevant community archives project etc. You are not being graded (I hate this phrase) by standards that exceed that of an introductory course. Again, the purpose is to prepare for professional practice.

These videos are due the last week of class.

4) Community Archive Practicum.

Overview

This assignment is intended to facilitate practical consideration of the various steps involved in establishing and cultivating a community archives project. The intent is that this assignment can serve as a template for a project you might propose or that you might develop as part of your future work in archives.

Parts of this assignment might feel a little uncomfortable. By design, this assignment allows for your own creativity. How your project (your community) might manifest as an archival / memory / documentation project is probably closely related to the nature of the community you propose to engage. There is no (no should there be) a template for creating a community archive. By definition every community is unique.

That said, there are processes that would seem to guide a successful project. I am asking that you to engage this process: to think carefully and critically about how this process might evolve during your engagement with a particular community.

Presentation is always important. That said you are not being graded on command of technology. Your project will be evaluated based on the thoroughness of attention, detail of planning, and obvious respect for your process of community engagement and sensitive documentation.

Practicals

This assignment can be done individually or in small groups of up to four. In terms of selecting a community project you have the option to:

- Plan for a project that would document a community you are engaged with or would like engage. In this way the assignments can serve as a template for an evolving project.
- Imagine your own community. This can be anything.
- Work on a project focused on Harlan, Kentucky.

Deliverables

1) A 10-12-page document that includes:

- Description of the community you propose to engage
- Strategy for community engagement:
 - Are their institutional / cultural centers you may approach?
 - Are there community leaders who might prove helpful?

How do you plan to propose a process that assures sensitive / ethical concerns for the community and assures the community remains a stakeholder throughout the documentation process?

- Initial Action Plan:
 - How to initiate your project
 - Strategies of documentation:
 - Oral History (or some variation)?
 - Preservation of objects?
 - Documentation of cultural events?
 - What strategies are you going to use?
 - What materials / technologies do you need to begin the process
 - Compile a prospective cost-sheet
- Research prospective funding sources
 - List at least three prospective sources
 - Grants?
 - Local support?
 - Will you use volunteers?
 - How to recruit?
 - How to train?
- What are your plans for access strategies?

Like all written assignments please conform to APA style manual. It is expected that this document is well-written and well-researched. As with any project proposal your reader will expect references to related research, publications and probably examples of projects you believe to be successful.

The Project:

Here you have tremendous license. You can create a digital space and actually shape a template for your project. You can create a PDF. The form is up to you. But your template must include examples of:

- Recorded sound / oral history (or a variation of)
- Moving image media
- Photos
- Documentation of a cultural event

The only requirement is that you include a 2-3 page explanation / justification for the logic of your template / presentation. How does your strategy of presenting materials conform to the interests and needs of your community? Is the evolution of the project collaborative – that is does it include interests of community members?

Grading Rubric

Grading Category	Point Each	% Final Grade
Discussions	2	30%
Essays	10	30%
Practicum	30	30%
Oral Presentation	10	10%

COURSE CALENDAR

Week 1. August 17

Lecture:

- Critical Perspectives on the Archive: From Palimpsest to Tsespmlap
- Introduction to course
- Introduction to logic behind assignments.

Discussion Prompt:

- Introduction and Introductions
 - Please post a brief introduction of yourself, your interest in the course topic, and your work in libraries / archives.

Discussion Due August 24.

Week 2. August 24

Lecture:

- Henry Mayhew, London Labour and the London Poor.

Readings:

From Course Reserve

- From Henry Mayhew, London Labour and the London Poor
- From Sue McKemmish et al. Archives: Record Keeping in Society, p. 1-20
- Gates, Henry Louis: *Family Matters; When Science Clashes with Ancestral Lore*

Prompt:

Discussion due August 31

- I would suggest that independent of Mayhew's intentions the very act of his documentation creates a community of shared experience and certainly suffering. My questions then are (and this is something we need to think critically about as we advance our discussion): 1) can a "community archive" be initiated, shaped and preserved by an outside and even dispassionate agent? 2) Does it matter that the community archive Mayhew creates was inaccessible to his subjects (this a matter of simple literacy)?
- Consider carefully the excerpt from London Labour and the London Poor. Preliminary considerations: What is Henry Mayhew doing? And, why? Is he making an early foray into oral history? I would suggest that Mayhew is shaping community identity – not sure if his work though if his work constitutes an archive. Either way, his work introduces a vital critical concern: Can an outside agent shape community identity / a community archive? Mayhew is not of the environment he captures. And, outside of his work, Mayhew would most certainly not be in direct communication with his subjects. Does this matter? Lastly, can you identify another example of historical writing to offer as a comparison?

Week 3. August 31.

Lecture:

- From *Oppression to Reconciliation: Atrocity Files and Creating Communities of Shared Sympathy*

- Objects
- Critical Perspectives on Oral History

Readings:

From Reserve:

- Alexander, Ben. *For Posterity: The Private Audio Recordings of Louis Armstrong*
- Doyle, Kate. *The Atrocity Files: Deciphering the Archives of Guatemala's Dirty War*
- Dagmar Hovestädt. *The Stasi Records Archive. From Repression to Revolution to School for Democracy*

Prompts:

Discussion due September 7

- Listen to any one, two or three of Franklin D. Roosevelt's famous "Fireside Chats." Consider these along side your reading in Which Side Are You On? Are both examples oral history? They are almost oppositional in their strategies of creation. FDR was doing one thing. The example of a structured interview (as we see in Which Side Are You On?) is a very different thing. Is one provide a more "accurate" insight than the other? Who should conduct oral history interviews? Finally, should oral history be transcribed / is an oral history transcription an oral history?
- Listen to any one of Franklin D. Roosevelt's famous "Fireside Chats." To begin, remember, with few exceptions, we must always consider that items in archives were NOT created for inclusion in an archive - this is part of what makes archives such wonderful places. I would suggest that, at point of creation, the intentions that urged FDR's "chats" were in fact oppositional to concerns of the archive or even history for that matter. Nonetheless, today it would be difficult to point towards a body of evidence that contributes more to American sense of national identity. In that sense, these speeches have evolved a community agency (American identity) across the decades since their preservation. What might this teach us about the process of evaluating our inherited history in terms of identifying or calling attention to various community identities?

Week 4. September 7

Lecture:

- A Chair, A Car, Scraps and Diaries
- The Henry Ford and the shaping of an American history
- Introduction to Queens Memory Project

Readings:

- Endman, Judith. *"Just a Car": The Kennedy Car, The Lincoln Chair and the Study of Objects.*
- Bastian, Jeannette. From Owning Memory
- Menand, Louis. Woke Up This Morning: Why We Read Diaries

Prompts:

Discussion due September 14

- I have suggested the atrocity files (generally) represent a radical evolution of intent and purpose during their life-cycle. How do you view such archives? In the "second life" do they form communities of sympathy, reconciliation and even empowerment?
- Did Armstrong create a community of 1? I tend to think yes. I largely arrive at that perspective because the community of 1 that Armstrong created was the one community that Armstrong had to surrender in so much of his life as he became one of America's first global celebrities. And, as I try to relate, I think that for Armstrong the process of creating this archive initiated a deeply necessary process of self-realization.
- Listen to any one of Franklin D. Roosevelt's famous "Fireside Chats" or Edward R. Murrow's "This is London" broadcasts. First, these were massively important to Americans during the Depression and the early years of World War II. Americans gathered in front of radios - where they could be found - to listen. Why were these recordings so captivating? Keeping in mind both were designed to create audience of sympathy. And, we have considered the archivists challenge of recovering contexts of creation. How can we today create such contexts for recordings dating back to the 1930s?
- Simply, why do we want to see 'the' chair that Abraham Lincoln was assassinated in? Why do we want to see the 'Kennedy car'? Objects seem to amplify our fetish for the original. Why is this? And, why in the case of the Kennedy car does it not seem to matter that the car we actually see has been rebuilt multiple times to address the needs of successive presidents? And, what role can objects play in the shaping of community identity.
- In regards to the Kennedy memorabilia think critically about the actions of Kennedy's secretary. What might her practice of saving discarded ephemera (or, 'doodles') teach us about how we might "appraise" materials? When we are thinking about community work it's important (essential) to realize that every community will cultivate its own assumptions about what's valuable or what preserves community identity. How can we participate in appraisal practices that are community specific?

Week 5: September 14

Lecture:

- Looking for Harlan

Readings:

- Alessandro Portelli. [They Say In Harlan County: An Oral History.](#)
- John W. Hevener. [Which Side Are You On?: The Harlan County Coal Miners 1931 - 1939.](#)

Prompts:

- Let's turn our attention a bit to the practical – or begin strategizing for how we might design a community archives project to document Harlan, Kentucky.
 - Keeping a close eye on the challenges introduced in [Owning Memory](#) (U.S. Virgin Islands), [Archives Record Keeping in Society](#) (Australia) etc. we approach Harlan as outsiders; meaning, like Mayhew we may be well intentioned but need to respect our subjectivities. What's a reasonable point of contact to begin exploring Harlan. How might we consider making respectful approach to the community of Harlan.
- Now that you have begun both [They Say in Harlan](#) and [Which Side Are You On](#) what is your impression about the distinction between history and oral history? The wonderful thing about creating an actual archive is that we don't need commit to any one strategy. Archives are about breadth of perspective. So, what might be some introductory ways to consider merging history and oral history?

Week 6: September 21

Lecture:

- Expanding our search for Harlan
- Introduction to the *Lesbian Her Story Archive* (Brooklyn)

Viewing:

- PBS [The Mine Wars.](#)
 - This is an excellent documentary on the realities of coal mining in America. The subject is the West Virginia Coal Fields - but the geography is irrelevant. This was the how coal was mined before reform.

Readings:

- Alessandro Portelli. [They Say In Harlan County: An Oral History.](#)
- John W. Hevener. [Which Side Are You On?: The Harlan County Coal Miners 1931 - 1939.](#)

Prompts:

N.B. I have include the same prompts from last week (and I will do this for week 7 as well). As we advance through both texts we should revisit our ideas about the below – simply because we are evolving towards the practicum portion of the course when we will be turning our reflections / impressions into practice.

New:

- You now have in hand two of our first examples of community archive projects: Queens Memory and Herstory. What are the strengths of each project? Where are they most effective in shaping a sense of community identity? What ideas might you suggest for ways to add to these projects?
- How does the PBS Doc. Mine Wars evolve your sense of community documentation? And, how do these moving images shape or add to your understanding of Harlan?
- One essential difference between the documentation strategies used in Mine Wars and what is possible today is that the technologies (moving image etc.) dating from the early 21th century were expensive, complex and cumbersome. Meaning that the effective use of technologies required outside agents to operate. Today such technologies are ubiquitous. How might this radical change in technology shape or reshape your approach to community documentation?

Continued:

- Let's turn our attention a bit to the practical – or begin strategizing for how we might design a community archives project to document Harlan, Kentucky.
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Week 7: September 28

Lecture:

- Expanding our search for Harlan

- Introduction to the *Lesbian Her Story Archive* (Brooklyn)

Readings:

- Alessandro Portelli. [They Say In Harlan County: An Oral History.](#)
- John W. Hevener. [Which Side Are You On?: The Harlan County Coal Miners 1931 - 1939.](#)

Prompts:

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Continued:

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University of Kentucky Policies:

Technology Information and Requirements

Technology Requirements

Minimum technical requirements for UK courses and suggested hardware, software, and internet connections are available at [ITS Student Hardware & Software Guidelines](#).

Technical Support

For account help, contact UK's [Information Technology Customer Services online](#), by [email](#), or by phone at 859-218-HELP (4357).

Resources

[Distance Learning Library Services](#)

[Carla Cantagallo](#), Distance Learning Librarian, 859-218-1240

Midterm Grades for Undergraduate Students (Senate Rules 6.1.3.A)

Mid-term grades will be posted in myUK by the deadline established in the [Academic Calendar](#).

Excused Absences (Senate Rules 5.2.4.2)

Senate Rules 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) significant illness, (b) death of a family member, (c) trips for members of student organizations sponsored by an educational unit, trips for University classes, and trips for participation in intercollegiate athletic events, (d) major religious holidays, (e) interviews for graduate/professional school or full-time employment post-graduation, and (f) other circumstances found to fit "reasonable cause for nonattendance" by the instructor of record. Students should notify the professor of absences prior to class when possible.

If a course syllabus requires specific interactions (e.g., with the instructor or other students), in situations where a student's total EXCUSED absences exceed 1/5 (or 20%) of the required interactions for the course, the student shall have the right to request and receive a "W," or the Instructor of Record may award an "I" for the course if the student declines a "W." (Senate Rules 5.2.4.2.1)

(If an attendance/interaction policy is not stated in the course syllabus or the policy does not include a penalty to the student, the Instructor cannot penalize the student for any unexcused absences.)

Verification of Absences (Senate Rules 5.2.4.2.A, B, C, and E)

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 due to: significant illness; death in the household, trips for classes, trips sponsored by an educational unit and trips for participation related to intercollegiate athletic events; and interviews for full-time job opportunities after graduation and interviews for graduate and professional school. (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 Policies in relation to COVID-19

Fall Academic Calendar and Reading Days

Several modifications to the academic calendar have been made in response to the COVID-19 situation. The current calendar is available [here](#).

The calendar features a Reading Day. The current Dead Week restrictions on certain instructional activities would continue to apply to Reading Days. An additional restriction would apply to Reading Days, namely no required class meetings or, more generally, no “required interactions.” Reading Days are not academic holidays.

Religious Observances (Senate Rules 5.2.4.2.D)

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. Please check the course syllabus for the notification requirement. If no requirement is specified, two weeks prior to the absence is reasonable and should not be given any later. Information regarding major religious holidays may be obtained through [the Ombud’s website](#) or calling 859-257-3737.

Make-Up Work (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 instructor must give the student an opportunity to make up the work and/or the exams missed due to the excused absence, and shall do so, if feasible, during the semester in which the absence occurred. The instructor shall provide the student with an opportunity to make up the graded work and may not simply calculate the student's grade on the basis of the other course requirements, unless the student agrees in writing.

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. Visit the [DRC website](#), [email the DRC](#), contact them by phone at (859) 257-2754, or visit their office on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407.

Non-Discrimination Statement and Title IX Information

UK is committed to providing a safe learning, living, and working environment for all members of the University community. The University maintains a comprehensive program which protects all members from discrimination, harassment, and sexual misconduct. For complete information about UK’s

prohibition on discrimination and harassment on aspects such as race, color, ethnic origin, national origin, creed, religion, political belief, sex, and sexual orientation, please see [the electronic version of UK's Administrative Regulation 6:1 \("Policy on Discrimination and Harassment"\)](#) . In accordance with Title IX of the Education Amendments of 1972, the University prohibits discrimination and harassment on the basis of sex in academics, employment, and all of its programs and activities. Sexual misconduct is a form of sexual harassment in which one act is severe enough to create a hostile environment based on sex and is prohibited between members of the University community and shall not be tolerated. For more details, please see [the electronic version of Administrative Regulations 6:2 \("Policy and Procedures for Addressing and Resolving Allegations of Sexual Assault, Stalking, Dating Violence, Domestic Violence, and Sexual Exploitation"\)](#). Complaints regarding violations of University policies on discrimination, harassment, and sexual misconduct are handled by the Office of Institutional Equity and Equal Opportunity (IEEO), which is located in 13 Main Building and can be reached by phone at (859) 257-8927. You can also visit [the IEEO's website](#).

Faculty members are obligated to forward any report made by a student related to IEEO matters to the Office of Institutional Equity and Equal Opportunity. Students can *confidentially* report alleged incidences through the Violence Intervention and Prevention Center, Counseling Center, or University Health Services.

Academic Integrity- Prohibition on Plagiarism (Senate Rules 6.3.1)

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 on the [Academic Ombud](#) page. 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 Rule 6.3.1 (see current [Senate Rules](#)) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Academic Integrity – Prohibition on Cheating (Senate Rules 6.3.2)

Cheating is defined by its general usage. It includes, but is not limited to, the wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding himself/herself or another on any academic work which is considered in any way in the determination of the final grade. The fact that a student could not have benefited from an action is not by itself proof that the action does not constitute cheating. Any question of definition shall be referred to the University Appeals Board.

Academic Integrity – Prohibition on Falsification/Misuse of Academic Records (SR 6.3.3)

Maintaining the integrity, accuracy, and appropriate privacy of student academic records is an essential administrative function of the University and a basic protection of all students. Accordingly, the actual or attempted falsification, theft, misrepresentation or other alteration or misuse of any official academic record of the University, specifically including knowingly having unauthorized access to such records or the unauthorized disclosure of information contained in such records, is a serious academic offense. As used in this context, "academic record" includes all paper and electronic versions of the partial or complete permanent academic record, all official and unofficial academic transcripts, application documents and admission credentials, and all academic record transaction documents. The minimum sanction for falsification, including the omission of information, or attempted falsification or other misuse of academic records as described in this section is suspension for one semester.

Course Material Copyright Statement

Materials distributed or made available to students in connection with this course may be copyright protected. They are intended for use only by students registered and enrolled in this course and only for the instructional activities associated with and for the duration of this course. They may not be converted to or retained in another medium or disseminated further.

Bias Incident Support Services

Bias Incident Support Services (BISS) provides confidential support and advocacy for any student, staff, or faculty member impacted by bias, hatred, and/or an act of identity-based violence. BISS staff aid impacted parties in accessing campus and community resources, including the Bias Incident Response Team, the University's official reporting system for acts that negatively impact a sense of belonging. Campus and community consultation and educational opportunities centered on inclusion, diversity, equity and belonging is a resource also provided by BISS. For more detailed information please visit the [BISS website](#) or contact them [via email](#).

Counseling Center

The UK Counseling Center (UKCC) provides a range of confidential psychological services to students enrolled in 6 credit hours or more, psychoeducational outreach programming (including QPR suicide prevention), and consultation to members of the UK community (students, faculty, staff, administrators, parents, concerned others). Please visit the website <https://www.uky.edu/counselingcenter/> for more detailed information, or call 859.257.8701.

Martin Luther King Center

The Martin Luther King Center (MLKC) supports an inclusive learning environment where diversity and individual differences are understood, respected, and appreciated as a source of strength. The MLKC's year-round programs and activities that focus on the importance of cultural awareness and cross-cultural understanding support its three primary goals: 1) sponsoring cultural and educational programming; 2) offering opportunities for student support and development; and 3) through programmatic linkages with a wide variety of civic and community agencies, promoting community outreach, engagement, and collaboration. Students can reach the MLKC via phone at (859) 257-4130, by visiting them in Gatton Student Center Suite A230, [via email](#), and by visiting [the MLKC website](#).

Office of LGBTQ* Resources

UK is committed to supporting students and upholding the University's efforts to promote inclusion among our community. UK faculty and staff employees support inclusion and diversity throughout the University, including the ways in which faculty structure classroom conversations and manage those dynamics. To assist in these efforts, students are welcome to provide the names and pronouns they prefer. One easy way to do this is by using the pronoun feature of UK's Name Change Form. (More information about the form can be found on the [Office of LGBTQ's website](#).) Otherwise, students can provide this information to faculty members directly.*

Discrimination based on sexual orientation, gender expression, and gender identity is prohibited at UK. If you have questions about support, advocacy, and community-building services related to sexual orientation, gender expression, or gender identity, students are encouraged to visit the [website of the Office of LGBTQ* Resources](#).

Veteran's Resource Center

Being both a member of the military community and a student can bring some complexities. If you are a member of the military or a military veteran or dependent, please let me know when these challenges arise. Drill schedules, calls to active duty, mandatory training exercises, issues with GI Bill disbursement, etc. can complicate your academic life. Please let me know if you experience complications and I will do my best to work with you.

If you are a military student serving in the National Guard or Reserve it is in your best interest to let all of your professors know that immediately. You might also consider sharing a copy of your training schedule as well as any orders activating you. The Veterans Resource Center (VRC) can provide a letter for your professors validating your absence but be aware that there is no current UK policy protecting military students who miss class due to short term activations such as long weekend drills, annual training or emergency activations. See the instructor or the VRC for details.

The VRC is a great resource for members of our military family. If you have questions regarding your VA benefits or other related issues, the VRC has a full complement of staff to assist you. The VRC also provides study and lounge space, as well as free printing. Please visit the [VRC website](#), [email the VRC](#), visit them in the basement of Erikson Hall, or call the director, Tony Dotson, at (859) 257-1148.

Violence Intervention and Prevention (VIP) Center

If you experience an incident of sex- or gender-based discrimination or interpersonal violence, we encourage you to report it. While you may talk to a faculty member or TA/RA/GA, understand that as a "Responsible Employee" of the University these individuals **MUST** report any acts of violence (including verbal bullying and sexual harassment) to the University's Title IX Coordinator in the IEEO Office. If you would like to speak with someone who may be able to afford you confidentiality, you can visit the [Violence Intervention and Prevention \(VIP\) Center's website](#) (offices located in Frazee Hall, lower level; [email them](#); or call (859) 257-3574), the [Counseling Center's \(CC\) website](#) (106 Frazee Hall; (859)), and the [University Health Services \(UHS\) website](#); the VIP Center, CC, and UHS are confidential resources on campus. **The VIP Center accepts walk-in appointments.**