

CAPS 490 38
BUCKNELL OF YESTERYEAR & TODAY
Spring 2010
Russell Dennis
Room 462, Olin Science
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M-W-F 9:00 AM – 10:45 AM
And by Appointment

General Course Objectives:

The major objective is to understand the continuity and change in the intent and meaning of a Bucknell education over the nineteenth and twentieth centuries into the beginning of the twenty-first. The intent refers to the manifest purpose of the education as stated in institutional documents and relates both to formal course and degree requirements as well as to rules and regulations concerning student life. The meaning refers to how the students of the time regarded and internalized the intent, which is where your imagination plays an important role. You will be asked to understand the intent and infer the meaning of a Bucknell education at various periods of time and to compare and contrast that intent and meaning with your perception of the current intent and learning.

Method of Instruction and Study:

The lecture/discussion method will be used throughout the course with much more emphasis upon discussion and individual and group reports. Lectures will be utilized to present background material for each of the historical periods that will be discussed: 1865, 1895, 1915, 1945, 1965 and 1985. The class will also tour the campus to examine the architecture and the Lewisburg cemetery to see graves of those associated with Bucknell. The majority of class time will be spent in oral reports and discussions based upon reflection. You are expected to attend all scheduled class periods and participate actively in class discussions and spend time reflecting on the content prior to discussions. There will also be writing assignments based upon these reflections.

Instructional Materials and Sources:

A variety of different materials and sources will be used, including the Bucknell campus and materials from the Bucknell University archives.

Three Internet resources will be used extensively in this course:

Bucknell Photo History <http://www.departments.bucknell.edu/edu/photo%5Fhistory/>

University Archives <http://www.bucknell.edu/x18881.xml>

Bucknell Digital Images <http://www.bucknell.edu/x16329.xml>

The materials in the Bucknell Photo History consist of both text and photographs. You will be expected to study the photographs very carefully and reflect upon what these images reveal concerning the intent and meaning of a Bucknell education in the different time periods.

Videotapes. We will also view videotapes concerning Bucknell's history. One videotape is from the pre-World War II period, the second videotape was made during Bucknell's centennial in 1946, the third videotape was made in the late 1950s, and the final videotape was made in the 1990s. You will be expected to view these videotapes very carefully when they are shown in class and reflect upon their content to discover what they communicate about the intent of a Bucknell education at different periods of time.

Library Materials. Although you will not have to purchase any books or other reading materials, you will be assigned a considerable amount of required reading. Many of the required readings will be in sources in the Library and will include Bucknell catalogues, newspapers, yearbooks, and other publications. This reading will be the basis for discussions that we will have in class.

Archival Materials. We will visit the University Archives on several different occasions during the semester. During these visits, we will view various artifacts and materials from the archival collections. These visits will correspond with the following time periods.

January 29, 2010

University of Lewisburg from 1846 to 1886

February 26, 2010

Growth and Transformation of Bucknell University from 1887 to 1929

March 26, 2010

The Great Depression, World War II and its aftermath: 1930 to 1949

April 30, 2010

Bucknell in the second half of the twentieth century 1950 to 2000

Bucknell Campus. We will be using the Bucknell campus and its changing nature as a major resource to understand the intent and meaning of a Bucknell education. We will tour the campus to observe the continuity and change in the architectural style of the university and the architecture of specific buildings. We will observe the existing buildings as well as the images of the buildings as they existed in the past by viewing the images in the Bucknell Photo History. You will be asked to reflect upon how the architecture and physical nature of the campus at different times influenced the form and

meaning of a Bucknell education.

Alumni. We will have a class visit with Mr. John F. Zeller, Vice-President for Administration and Finance Emeritus who was a member of the Bucknell Class of 1941. Mr. Zeller was also a faculty member in the Political Science Department before becoming Assistant to the President of Bucknell in the mid-1950s. He will share with us his experiences as a student as well as a faculty member and administrator. If arrangements can be made, some other guests might come to share their experiences.

Course Requirements:

Your final grade will be determined by four things: (1) an examination, which will be given sometime near the middle of the semester; (2) class attendance and participation; (3) a term paper; and (3) a journal, which is described in detail below.

Examination (25%)

An examination will be given sometime near the middle of the semester. You will be given the question approximately one week before the exam so that you have time to reflect on it, but you will have to write the answer in the class period when the exam is given. You will not be allowed to consult notes or any sources when you write the answer.

Class Participation (25%)

You are expected to attend class meetings and participate in all class activities. A list serve has been established for this class. The address of the list to which messages should be directed is caps490-38@bucknell.edu . As part of your participation grade, you are expected to send a message to this list server once a week for each of the thirteen full weeks of the semester. This message *must* be at least one paragraph in length; it can be as long as you like. In it, you should reflect on what you have read during that week in the Bucknell Photo History material, other materials on the University History page linked to the Archives and Special Collections page, materials in the general collections of the Library or in the Archives, and/or the films that we see in class and the tours that we take on the campus. You can also reflect on things that were presented in class lectures and our class discussions. You should share something new that you have learned about Bucknell with your fellow capstone members, and you should explain why you decided to write about this particular thing. **Please number each submission by the week in the subject line of the email: Week 1, Week 2, etc.**

During the course of the semester, Capstone members will be asked to make individual or group reports. These reports will deal with materials from the Bucknell Photo History other sources that are readily available in the Library. Some class time will be spent meeting in smaller groups for discussion purposes and you are expected to be an active participant in these groups. These groups will report the results of their discussion to the class as a whole.

Reflective Journal (25%)

The reflective journal, which is described below, is due the last meeting of the class.

Term Paper (25%)

The term paper is due the last meeting of the class. The term paper should deal with any facet of the history of Bucknell that you choose. In fact, you should tailor it to your particular interests. **You *must* discuss your topic with me before mid March-- around the time of spring break-- if not before.**

Guidelines for CAPS 490-38 Journal

As you read the material and carefully study the photographs in each of the six maps in the Bucknell Photo History, you should reflect upon the following and enter your reflections in a journal. At the end of the course, this journal will be presented to me to fulfill a course requirement. The journal will count for 25% of your final grade for the course. The journal that you present to me should be typed so you might want to begin to keep the journal in a computer file, typing your thoughts as you progress through the course. Your work in this journal will be evaluated on both the quality of your writing (spelling, punctuation, grammar, organization, etc.) and the quality of your reflections (i.e. my estimation of how much reflective thought you engaged in while thinking about the written material and maps in the Photo History). Your readings and reflections for each map will also be a basis for our discussions in class. You can also include your reflections concerning other materials, including the tours of the Bucknell campus and your observations concerning its architecture as well as the materials you will see in our four visits to University Archives.

Your reflective journal should be organized in six sections to correspond to the six maps presented in the Photo History. The following questions should be used as a guide for your reflections. This is a minimum list; you can reflect on things other than these.

- (1) Record your impression of what the intent (stated purpose) of a Bucknell education was at the time period of the map as well as your impression as to what a Bucknell education meant to students at that particular time.

- (2) What do you think it would have been like to be a student at that time both inside the classroom and outside the classroom?

- (3) What effect do you suppose the physical facilities (buildings and architectural styles) and the campus location and landscape architecture, as well as the surrounding community, had upon the students at that time? How would these facilities reflect the intent of a Bucknell education at that time? How would they influence the meaning of a Bucknell education at that time.
- (4) How was Bucknell at that particular time most different from Bucknell, as it exists today? (Focus on the intent and meaning of the education, but you can include other things.)
- (5) Was there anything about Bucknell at that particular time that is similar to Bucknell, as it exists today? (Focus on the intent and meaning of the education, but you can include other things.)

The five things listed above should be included in your reflections for each map. In addition to these six things, you can include any other reflections that you desire.