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APR 15 2015

OFFICE OF THE
SENATE COUNCIL**Course Information**

Date Submitted: 11/30/2014

Current Prefix and Number: HIS - History , HIS 104 HIS EUR THRU MID-17 CENT

Other Course:

Proposed Prefix and Number: HIS 104

What type of change is being proposed?

Major Change

Should this course be a UK Core Course? Yes

Global Dynamics

1. General Information

a. Submitted by the College of: ARTS & SCIENCES

b. Department/Division: History

c. Is there a change in 'ownership' of the course? No

If YES, what college/department will offer the course instead: Select...

e. Contact Person

Name: Erik Myrup

Email: erik.myrup@uky.edu

Phone: 7-3483

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

f. Requested Effective Date

Semester Following Approval: Yes OR Effective Semester:

2. Designation and Description of Proposed Course

a. Current Distance Learning (DL) Status: N/A

b. Full Title: A HISTORY OF EUROPE THROUGH THE MID-SEVENTEENTH CENTURY

Proposed Title: A HISTORY OF EUROPE THROUGH THE MID-SEVENTEENTH CENTURY

c. Current Transcript Title: HIS EUR THRU MID-17 CENT

Proposed Transcript Title: HIS EUR THRU MID-17 CENT

d. Current Cross-listing: none

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

LECTURE: 2

RECITATION: 1

Proposed Meeting Patterns

LECTURE: 2

RECITATION: 1

f. Current Grading System: ABC Letter Grade Scale

Proposed Grading System: *Letter (A, B, C, etc.)*

g. Current number of credit hours: 3

Proposed number of credit hours: 3

h. Currently, is this course repeatable for additional credit? No

Proposed to be repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester? No

2i. Current Course Description for Bulletin: European politics, society, and culture through the Age of Religious Conflict.

Proposed Course Description for Bulletin: European politics, society, and culture through the Age of Religious Conflict.

2j. Current Prerequisites, if any: None

Proposed Prerequisites, if any: None

2k. Current Supplementary Teaching Component:

Proposed Supplementary Teaching Component: No Change

3. Currently, is this course taught off campus? No

Proposed to be taught off campus? No

If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed? Yes

If YES, explain and offer brief rationale: This course is the first half of the history department's western civilization survey. It already satisfies the UK Core requirement for Inquiry - Humanities. The purpose of this proposal is simply to show that the course ALSO meets all of the UK Core requirements for Global Dynamics. (Please see the attached syllabus and form for UK Core - Global Dynamics.) ****Please note that I have not included a new form for UK Core Inquiry - Humanities, nor have I checked the box above for UK Core Inquiry - Humanities. This is because this course already satisfies the Inquiry - Humanities requirement of UK Core. Again, this aspect of the course HAS NOT changed, and the course should continue to be listed as satisfying the UK Core Requirement for Inquiry - Humanities.**** Many thanks!

5a. Are there other depts. and/or pgms that could be affected by the proposed change? No

If YES, identify the depts. and/or pgms:

5b. Will modifying this course result in a new requirement of ANY program? No

If YES, list the program(s) here:

6. Check box if changed to 400G or 500: No

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|PETRONE|Karen Petrone|HIS 104 CHANGE Dept Review|20141201

SIGNATURE|ACSI222|Anna C Harmon|HIS 104 CHANGE College Review|20141210

SIGNATURE|JMCDO2|Juliana McDonald|HIS 104 CHANGE UKCEC Expert Review|20150414

SIGNATURE|JMETT2|Joanie Ett-Mims|HIS 104 CHANGE UKCEC Review|20150415

SIGNATURE|JMETT2|Joanie Ett-Mims|HIS 104 CHANGE Undergrad Council Review|20150415

Course Change Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

Generate R

[Open in full window to print or save](#)

Attachments:

Upload File

ID	Attachment
Delete 4126	H104GlobalDynamicsSylForm.doc
Delete 4176	H104GlobalDynamics Syl (revised).doc

First 1 Last

NOTE: Start form entry by choosing the Current Prefix and Number (*denotes required fields)

Current Prefix and Number:		HIS - History HIS 104 HIS EUR THRU MID-17 CENT	Proposed Prefix & Number: (example: PHY 401G) <input checked="" type="checkbox"/> Check if same as current	HIS 104
* What type of change is being proposed?		<input checked="" type="checkbox"/> Major Change <input type="checkbox"/> Major - Add Distance Learning <input type="checkbox"/> Minor - change in number within the same hundred series, except 799 is the same "hundred series" <input type="checkbox"/> Minor - editorial change in course title or description which does not change in content or emphasis <input type="checkbox"/> Minor - a change in prerequisite(s) which does not imply a change in course content or emphasis, or which is made necessary by the elimination or significant alteration of the prerequisite(s) <input type="checkbox"/> Minor - a cross listing of a course as described above		
Should this course be a UK Core Course? <input checked="" type="radio"/> Yes <input type="radio"/> No				
If YES, check the areas that apply:				
<input type="checkbox"/> Inquiry - Arts & Creativity <input type="checkbox"/> Composition & Communications - II <input type="checkbox"/> Inquiry - Humanities <input type="checkbox"/> Quantitative Foundations <input type="checkbox"/> Inquiry - Nat/Math/Phys Sci <input type="checkbox"/> Statistical Inferential Reasoning <input type="checkbox"/> Inquiry - Social Sciences <input type="checkbox"/> U.S. Citizenship, Community, Diversity <input type="checkbox"/> Composition & Communications - I <input checked="" type="checkbox"/> Global Dynamics				
1. General Information				
a. Submitted by the College of:		ARTS & SCIENCES		Submission Date: 11/30/2014
b. Department/Division:		History		
c.* Is there a change in "ownership" of the course?				
<input type="radio"/> Yes <input checked="" type="radio"/> No If YES, what college/department will offer the course instead? <input type="text" value="Select..."/>				
e.* Contact Person Name:		Erik Myrup	Email: erik.myrup@uky.edu	Phone: 7-3483
* Responsible Faculty ID (if different from Contact):			Email:	Phone:
f.* Requested Effective Date:		<input checked="" type="checkbox"/> Semester Following Approval	OR	Specific Term: ²
2. Designation and Description of Proposed Course.				
a. Current Distance Learning(DL) Status:		<input checked="" type="radio"/> N/A <input type="radio"/> Already approved for DL* <input type="radio"/> Please Add <input type="radio"/> Please Drop		
*If already approved for DL, the Distance Learning Form must also be submitted unless the department affirms (by checking this box) that the proposed change affect DL delivery.				
b. Full Title:		A HISTORY OF EUROPE THROUGH THE MID-SEVENTEENTH CENTURY	Proposed Title: *	A HISTORY OF EUROPE THROUGH MID-SEVENTEENTH CENTURY
c. Current Transcript Title (if full title is more than 40 characters):		HIS EUR THRU MID-17 CENT		
c. Proposed Transcript Title (if full title is more than 40 characters):		HIS EUR THRU MID-17 CENT		
d. Current Cross-listing:		OR		

	<input checked="" type="checkbox"/> N/A	Currently ² Cross-listed with (Prefix & Number):	none
Proposed – ADD ³ Cross-listing (Prefix & Number):			
Proposed – REMOVE ^{3,4} Cross-listing (Prefix & Number):			
e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours⁵ for each meeting pattern			
Current:	Lecture 2	Laboratory ⁵	Recitation 1
	Clinical	Colloquium	Practicum
	Seminar	Studio	Other: _____ Please explain: _____
Proposed: *	Lecture 2	Laboratory ⁵	Recitation 1
	Clinical	Colloquium	Practicum
	Seminar	Studio	Other: _____ Please explain: _____
f. Current Grading System:		ABC Letter Grade Scale	
Proposed Grading System:*		<input checked="" type="radio"/> Letter (A, B, C, etc.) <input type="radio"/> Pass/Fail <input type="radio"/> Medicine Numeric Grade (Non-medical students will receive a letter grade) <input type="radio"/> Graduate School Grade Scale	
g. Current number of credit hours:	3	Proposed number of credit hours:*	3
h.* Currently, is this course repeatable for additional credit?			<input type="radio"/> Yes <input checked="" type="radio"/> No
* Proposed to be repeatable for additional credit?			<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES:	Maximum number of credit hours:		
If YES:	Will this course allow multiple registrations during the same semester?		<input type="radio"/> Yes <input checked="" type="radio"/> No
i. Current Course Description for Bulletin:			
European politics, society, and culture through the Age of Religious Conflict.			
* Proposed Course Description for Bulletin:			
European politics, society, and culture through the Age of Religious Conflict.			
j. Current Prerequisites, if any:			
None			
* Proposed Prerequisites, if any:			
None			
k. Current Supplementary Teaching Component, if any:			<input type="radio"/> Community-Based Experience

		<input type="radio"/> Service Learning <input type="radio"/> Both
	<i>Proposed Supplementary Teaching Component:</i>	<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both <input checked="" type="radio"/> No Change
3.	Currently, is this course taught off campus?	<input type="radio"/> Yes <input checked="" type="radio"/> No
*	Proposed to be taught off campus?	<input type="radio"/> Yes <input checked="" type="radio"/> No
	If YES, enter the off campus address: _____	
4.*	Are significant changes in content/student learning outcomes of the course being proposed?	<input checked="" type="radio"/> Yes <input type="radio"/> No
	If YES, explain and offer brief rationale:	
	<p>This course is the first half of the history department's western civilization survey. It already satisfies the UK Core requirement for Inquiry - Humanities. The purpose of this proposal is simply to show that the course ALSO meets all of the UK Core requirements for Global Dynamics. (Please see the attached syllabus and form for UK Core - Global Dynamics.)</p> <p>****Please note that I have not included a new form for UK Core Inquiry - Humanities, nor have I checked the box above for UK Core Inquiry - Humanities. This is because this course already satisfies the Inquiry - Humanities requirement of UK Core. Again, this aspect of the course HAS NOT changed, and the course should continue to be listed as satisfying the UK Core Requirement for Inquiry - Humanities.****</p>	
5.	Course Relationship to Program(s).	
a.*	Are there other depts and/or pgms that could be affected by the proposed change?	<input type="radio"/> Yes <input checked="" type="radio"/> No
	If YES, identify the depts. and/or pgms:	
b.*	Will modifying this course result in a new requirement ² for ANY program?	<input type="radio"/> Yes <input checked="" type="radio"/> No
	If YES ² , list the program(s) here:	
6.	Information to be Placed on Syllabus.	
a.	<input type="checkbox"/> Check box if changed to 400G or 500.	If changed to 400G- or 500-level course you must send in a syllabus and you must include the differentiation between under and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grad criteria in the course for graduate students. (See SR 3.1.4.)

¹See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will be appropriate academic Council for normal processing and contact person is informed.

²Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

³Signature of the chair of the cross-listing department is required on the Signature Routing Log.

⁴Removing a cross-listing does not drop the other course -- it merely unlinks the two courses.

⁵Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

⁶You must also submit the Distance Learning Form in order for the course to be considered for DL delivery.

⁷In order to change a program, a program change form must also be submitted.

**Course Review Form
Global Dynamics**

Reviewer Recommendation

Accept Revisions Needed

Course:

Using the course syllabus as a reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

Course activities which enable students to demonstrate a grasp of the origins and shaping influence of human diversity and issues of equality in the world.

Date/location on syllabus of assignment:

Weeks 1/17, 1/24 & 2/28

Brief Description:

These three weeks will demonstrate ancient views on women and their evolving roles in dramatic presentations and the discussions on the Crusades will provide students with three different perspectives on a medieval event (western, Byzantine & Islamic) which still resonates in western culture to this day.

Course activities which enable students to demonstrate an understanding of the civic and other complexities and responsibilities of actively participating in a diverse, multiethnic, multilingual world community.

Date/location on syllabus of assignment:

1/31, 2/7 & 2/14

Brief Description:

During these three weeks of class the problems of creating a sustaining a multiethnic and multilingual state, the Roman Empire and the Empire of Charlemagne, are discussed to demonstrate to students how cultural differences and linguistic variations all must be addressed for the continued existence of a political entity. Or, it can demonstrate how the inability to overcome these difficulties can lead to decline of the polity.

Course activities which enable students to demonstrate an awareness of how individual and collective decision making and civic responsibilities often generate ethical dilemmas, conflicts, and trade-offs that must be thoughtfully evaluated, weighed, and resolved.

Date/location on syllabus of assignment:

3/28, 4/4 & 4/11

Brief Description:

In addition to the three weeks listed above, discussions about individuals and ethical decisions are a central part in the analysis of the Renaissance and the Reformations. The essay on Machiavelli's Prince (see essay instructions in the syllabus) demonstrated clearly to all students how political decisions outside a religious or moral framework can lead to disastrous results. Also, the discussions on Martin Luther and other reformers show all students the difficulties of challenging religious authorities and the political-religious results of these activities.

Course activities which enable students to demonstrate an awareness of major elements of at least one non-US culture or society, and its relationship to the 21st century context. This does not preclude a studied examination of the historical evolution of such issues, or an emphasis on one prominent time period.

Date/location on syllabus of assignment:

2/7, 2/28, 4/4 & 4/11

Brief Description:

As this course does not discuss US culture, primarily because the US does not exist for most of the course, there are numerous examples of events whose implications are still discussed in contemporary US culture. The importance of a world power (Rome) and world order is quite relevant to modern US history; the role of cultural differences as a cause for war (the Crusades) plays a part in today's events and analyses; and the difficulty of identifying the 'true' interpretation of a religious leader of the past (the Reformations) is a regular aspects of 21st century discussion.

Course activities which enable students to demonstrate an understanding of how local features (economic, cultural, social, political and religious) of urban or rural communities, ethnicities, nations and regions are often linked to global trends, tendencies, and characteristics that mutually shape one another.

Date/location on syllabus of assignment:

2/21, 3/21 & 3/28

Brief Description:

As I tell my students, the most important date in the Middle Ages is 632 CE, the death of the Prophet Mohammed. His death and the movement of Islam in the next 100 years changed the course of world history politically and religiously, for in this century a small religious movement took control of the Middle East, all of north Africa, and parts of Europe. No other event has so much importance both for its own time and for its future. Concomitantly, the European discovery of the New Worlds and the rise of Renaissance thought shaped the history of the modern world (for good or evil is still under discussion). There is little doubt the European expansion has a disastrous effect on Islamic political power, and its results are a part of the modern world conundrums.

Evidence that this course's learning environment encourages students to actively learn about, and gain understanding of, at least two of the following:

- social, cultural, and institutional change;
- civic engagement;
- regional, national or cross-national comparisons;
- power and resistance.

Date/location on syllabus of such evidence:

2/14, 2/21, 2/7, 4/4 & 4/11

Brief description:

The two weeks of discussion on the collapse of the Roman Empire in the West, the continuation of the Roman Empire in the East (The Byzantine Empire), and the slow political rebuilding in the West all demonstrate the problems of institutional change, decline or adaption, to changing conditions. The discussions on slavery in the ancient world will make clear how power and authority are manifested and how different they are from US history; the discussions on the Reformations will identify the problems of religious authorities, challenges and final results.

An assignment, constituting a minimum of 15% of the course grade, which can be submitted as an artifact of the above set of six student learning outcomes.

Date/location on syllabus of such an assignment:

2/16 & 4/20

Brief description:

Either one of the two essay (which are each worth 15% of the total grade) are artifacts that could be used to show how this course satisfies the learning outcomes for global dynamics. The first essay (due 2/16) focuses on two plays by Sophocles, requiring students to critically examine fifth-century Athenian attitudes toward women, their lack of power, and their challenges as well as the complexity within the civic nature of the city-state. Similarly, the essay on *The Prince* by Machiavelli (due 4/20) allows the students a number of problems to solve, including the role of morality and/or religion in the political process, how power is often demonstrated within a polity, how the use of power and authority often involves adaptation to local conditions, and how ethical trade-offs are a part of all political decision making.

The non-US focus constitutes at least 50% of the course.

Brief Description:

As this course does not deal at all with US history, every week we deal with the slow evolution of western history, culture, thought, etc.

Palpable evidence that students make effective use of library facilities or information sources, when applicable, in order to demonstrate information literacy in the exploration of the course's major thematic foci.

Date/location on syllabus of such an assignment:

1/24 & 3/28

Brief description:

For the essays assigned for the class (see instructions delineated in the syllabus), all students are required to seek out information on the authors for the essays (Sophocles & Machiavelli) by going to the Reference Librarians at the W.T. Young Library. Usually the students find some type of historical dictionary of authors which allow them to understand the culture of the time of each author and this put in some perspective the views of the author in relation to the culture of the times.

Reviewer Comments:

HISTORY 104, 001-006
SPRING 2011

EUROPEAN HISTORY TO 1713

PROFESSOR HOLLE

1707 Patterson Office Tower

Office Hours: MWF 1:30-3, TTH 9:30-11 & by appointment.

If my door is open, feel free to come in. I am here every day.

257-5753 Office

327-3068 Home (not after 10 PM)

bholl2@uky.edu

Teaching Assistants

Jordan Dongell *contact info: email – TBA, phone – TBA, office/hrs: TBA

Joshua Powell *contact info: email – TBA, phone – TBA, office/hrs: TBA

*The TAs will provide a syllabus which describes the policies by which their sections will operate. Be sure to obtain one.

Required Books:

Chambers, et.al. *The Western Experience*, Vol. I, 10th ed., McGraw-Hill 0077291174

Dept. of History, OSU, *Exploring the European Past: Text & Images* 2nd ed. Cengage Learning 1426642636

Sophocles, *The Theban Plays* tr. E.F. Watling, Penguin 1974 0140440038

Machiavelli, *The Prince* tr. G. Bull Penguin 2003 0140449159

All of these books are in paperback editions; make sure you obtain the correct edition of Chambers.

Course Description

History 104 is a survey of the political, social, economic and cultural developments of civilization in Europe and in those regions of the Mediterranean world that strongly influenced its direction.

Student Learning Outcomes

Although focusing primarily on the history of western Europe from its foundation in ancient Greece to the life of the Sun King, Louis XIV of France, this course will explore questions which underlie one's understanding of cultural heritage, both conscious and sub-conscious. Over the semester students will come to realize the diversity of components of any culture, the chronological realities of the dominance of any single culture or state over others, and how our perspective today have been influenced by the thoughts and actions of individuals who have long departed the world stage. During this course students will learn to:

1. demonstrate an understanding of the diverse origins and the evolution of western culture and its spread throughout the globe
2. demonstrate an awareness of the roles of individuals and institutions in the creation of a multiethnic and multilingual culture and their importance in its stability and longevity
3. realize that the death of any civilization is not the end of civilization itself and in a global sense civilization does not truly disappear; perhaps only in certain regions does it decline to rise again
4. demonstrate an understanding of the differences of western culture over time and space and the role both play in the conscious and subconscious this of our modern US culture
5. understand how earlier concepts of culture, diversity, equality have evolved over the centuries (and continue to evolve today) and play a role in our comprehension of the world and its diverse elements
6. realize than an analytical approach to the understanding of western civilization will translate to an understanding of other cultures

Course Goals/Objectives

Through lectures, readings, discussions, papers, and quizzes, the class will:

- begin to understand the basic outlines of the diverse cultures that underlie European civilization,
- how they developed over the centuries, and
- how they influence our present way of understanding the world.

Grade Determination

Mid-term exam	February 28, 2011 9-9:50 AM	20%
Final Exam	May 4, 2011 8-10 AM	30%
Two papers	(See Lectures and Assignments page or your TA for the due dates 1 st paper = 15%; 2 nd paper = 15%)	30%
Class Participation	Discussions and quizzes given by the TAs in section on the weekly readings from the required readings list. See your TA for his/her attendance policy.	20%

Also, please note that per university policy, students will be assigned a midterm grade.

Quizzes

After many lectures I will give the class a 2-3 multiple-choice questions which can be answered in 3-5 minutes. The TAs will grade the quizzes which will provide an indication of student attendance and receptivity to the material. There could be eight to ten (8-10) lecture quizzes between the start of class today and the mid-term exam on February 28th. These quizzes will be graded and totaled by your TA. Those students who regularly attend lecture and do well on the quizzes will have their grades on the mid-term enhanced because of this good performance. Another set of quizzes will occur between the mid-term and the final exam (May 4th), and your performance on these quizzes will be used to add to your final exam grade. Your TAs will explain the details to you in your section. It is to your benefit to attend classes and take notes. If your notes are confused, remember to ask your TAs for clarification during quiz section.

Mid-term and Final

Both the mid-term and the final exams will be in an essay format, but the study questions will be given to you on the last lecture date prior to the exam (February 28th for the mid-term and May 4th for the final exam). Students will be allowed to write or type all the notes they wish on the back of the question sheet. A note of caution: make sure you can read the notes after they are printed on the back—a 4 font is very hard to read! When you come to the exam, you will bring an unannotated examination booklet or stapled sheets of paper along with your study questions with your name on both. Turn in your study questions with your exam.

All exams will use an essay format. Study questions will be provided to prepare you for the type of answers expected. See below: *A Student's Guide to History*.

Papers

For this course all students will be required to write two papers (1500-2000 words each) on topics that will be distributed in advance. The topics will be similar in nature and will demand a thoughtful analysis of the works under discussion. All papers are due on the date assigned. All students are required to turn in a first draft of the first paper to their TA on the date shown in the syllabus; a first draft is optional for the second paper.

Assignments

It is the responsibility of each student to take the exams and the quizzes and to submit the papers at the appointed times. If you believe you will be unable to do so, contact your teaching assistant before the due date to discuss the **possibility** of an extension. Since the exams, quizzes, and the due dates for the two papers are listed on the course syllabus, no **post facto** (after the fact) excuses will be accepted for missing an examination or failing to turn a paper in on time.

The **only exceptions** to this policy are those occasions of need specified in the document, *Students Rights and Responsibilities* (<http://www.uky.edu/Registrar/bulletincurrent/acreg.pdf> p.68), available online. For situations which meet these criteria, the *specified make-up procedures will be followed via a conference among the student, the teaching assistant and Professor Holle*. The student is always responsible for contacting the TA or the instructor in these cases; we will not seek you out if you miss a quiz or an exam or fail to turn in a paper on time.

It is assumed that all students will have completed the assigned readings prior to the time they arrive in class. Class discussion and the quizzes the TAs give in their sections will be an integral part (20%) of this course. All students will be expected to attend quiz section and be prepared to discuss the documents outlined in the syllabus each week. The TAs have been instructed to increase the number of quizzes if class participation declines.

The TAs will also set the attendance policies for their sections (they will be uniform), and all excuses must follow the policies identified in *Students Rights and Responsibilities*. All make-up quizzes will be the result of a conference between the student and the TA. The quizzes will be based upon the weekly readings from ETEP or other sources identified in the syllabus and from the material given in the lectures from the week. Remember that the policies and guidelines for this course were established by Professor Holle and not the TAs. They have the responsibility of enforcing the policies. If you have problems with aspects of the course or how it functions, please feel free to see me.

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

Academic integrity, cheating & plagiarism

Unfortunately, cheating and plagiarism have become rapidly growing problems on campuses across the country and at the University of Kentucky. Be very aware that this University and all the instructors for this course take cases of academic dishonesty with the utmost seriousness. It is very important for all students to read carefully the policies concerning cheating and plagiarism in *Students Rights and Responsibilities* (<http://www.uky.edu/Ombud/index.php>). If you have any doubts or questions whatsoever in any course as to whether something can be construed as dishonest, ask the specific instructor or your academic advisor for their advice. Students have sadly committed acts of dishonesty through ignorance and have been punished for them. **Be advised that the minimum punishment for cheating or plagiarism is an E for the course.**

Classroom Behavior, decorum and civility

Upon enrolling in the University of Kentucky, you have entered a profession. Just as in Medicine or Law, the academic profession operates by its own standards and rules of ethics and conduct. These entail, among other things, decorum (see below), respect for one's colleagues, and, above all, the honest representation of one's own work.

This is a large class in a large lecture hall; order and decorum are essential for all of us to conduct this course. Here are a few rules that all are expected to follow:

1. You may bring beverages to class to drink, but no food to eat.
2. Do not chat with friends or draw humorous pictures if you feel bored with the lecture; learn to take notes even when you do not want to.
3. Do not under any circumstances read a newspaper during class.
4. If your cell phone rings during class, please turn it off and bring it to the instructor. I will take the phone and return it to you after the class. All such devices should always be turned off before you set foot in any classroom.

5. Students are expected to arrive on time for the class and to remain until the class is dismissed. Individuals who disregard this policy will be personally notified that their actions are not acceptable. Students who are more than 10 minutes late for class will not be allowed to enter the lecture hall or take the quiz at the end of the class.
6. Again due to the large size of the class and the number of assignments, all appeals to reconsider grades **must be made within one week of the receipt of the grade**. If, upon receiving your grade, you think that the grade does not reflect the answers you provided on an exam/quiz or the quality of your paper, contact the person who graded the work immediately. Professor Holle will handle unresolved disputes between the student and the Teaching Assistant.
7. Students may utilize a laptop computer in this class only for note-taking purposes. Students observed using the laptop for email, surfing or other non-academic purposes will no longer be allowed the privilege of using it in class.
8. Students who anticipate problems with physical limitations, illness, mental health conditions, or learning disabilities **must** meet with the instructor during the first two weeks of this course to provide documentation (a letter from the Disability Resource Center) and to work out accommodations. After this time frame, it may no longer be possible to meet all requests.

Study Questions and Paper Topics for Sophocles, *The Theban Plays***STUDY QUESTIONS:**

1. Describe the historical background to the presentation of drama in fifth-century Athens. Where does Sophocles stand in the development of Greek drama? What role does the chorus play in his works?
2. Explain with a minimum of detail, but reasonable clarity, the legend which supports these Theban plays.
3. In which ways is Oedipus a tragic figure? Explain fully.
4. What message does Sophocles in *Oedipus the King* impart concerning mortal life and the role of fate? Note specifically the statements of the chorus on pp. 59 & 68.
5. With which of Oedipus' two daughters, Antigone or Ismene, could contemporary Athenians identify? Why?
6. Using the pronouncements of the chorus (pp.135-6) as a basis for your analysis, explain Sophocles' views on man's strengths and weaknesses.
7. Both Creon and Antigone claim to represent the lawful act. Which one is correct, or are both? Can one truly sympathize with either of these individuals? Explain.
8. Who is the tragic figure of this play? How is the *Antigone* resolved by Sophocles?

PAPER TOPICS:

Political power in the plays of Sophocles	The role of seers or prophets
The roles of women in Sophoclean tragedy	Concept of duty in Sophocles
Tragic figures and Sophocles	The role of minor characters in Sophocles
Concept of Kingship in Sophocles	Creon in <i>Oedipus the King</i> and <i>Antigone</i>
Fate and free will in <i>Oedipus the King</i> and/or <i>Antigone</i>	
Role of law (secular and/or divine) in the plays of Sophocles	

INSTRUCTIONS FOR THE PAPER

1. All papers will begin with a title page which will include the title of the essay, the name of the student, the course number, and the due date.
2. Each student will choose a topic from those listed above or create another one with the consent of the instructor. Unapproved topics will not be graded, and the student will receive the grade of 0 for the assignment. Discuss the implication of this grade with your TA.
3. In a 1-2 paragraph introduction/thesis statement, the student will identify in specific terms the topic under analysis and which question this essay will address or answer. The main body of the paper will demonstrate your points or argue your contention(s) with specific citations from the text noted in parentheses (the page number from the Penguin edition is sufficient; if you use a different edition, you must turn it in with the paper so that the TA can check the citations.). No footnotes or endnotes are required. Quotes of two lines or less may remain in the body of the text; quotes longer than two lines **must be indented and single-spaced** (one-tab indent for each line). After the long quote, return to double-spacing the text.

4. All students must use the Penguin edition of Sophocles, *The Theban Plays*, as their only source; no secondary sources or material from the internet is allowed. See the discussion of plagiarism in the syllabus.
5. The paper must come to some conclusion, as even a negative conclusion has value.
6. The essay must be double-spaced in a readable font (no less than 12) and with normal one inch margins. There will be no page requirements, only a minimum of **1500** words and a maximum of **2000** words. The students must provide a page which documents word count of the essay. After the essay is complete, go to print options and use the document property option. It will provide the word count.
7. All references to the names of the plays must be in italics, as this is the correct way to identify titles.
8. At the end of the paper, the following statement with the student signature must be included:

I attest that this essay assignment is based solely on my use of the *Theban Plays* of Sophocles and that I have not used any secondary sources, any information from the internet, nor received any assistance from another individual (Writing Center excepted).

Student signature
Student name
9. In the formal prose style required for this assignment, the following **are not allowed**:
 - a. The overuse of the first or second person: no I, we, us, my, you, your, etc.
 - b. Colloquialisms or slang (writing as you speak or worse)
 - c. Rhetorical questions (Alas, what would Oedipus do?)
 - d. An under-developed vocabulary; use a thesaurus (avoid the phrase, he, she, it says)
 - e. The passive voice (Oedipus failed many 104 students, not many 104 students were failed by Oedipus)
 - f. Incorrect grammar (subject-verb agreement, subject-antecedent agreement, etc); without correct grammar, your essay will lack clarity and this will lead to a reduction in the grade.
 - g. Incorrect punctuation; learn the rules for the proper use of the comma, colon, semi-colon, and period. Incorrect use may lead to a lack of clarity and a lower grade.
 - h. Unclear antecedents for the relative pronouns (this, that, those, etc.).
10. **MAKE SURE TO PROOFREAD THE ESSAY BEFORE TURNING IT IN!
SPELL-CHECK AND GRAMMAR-CHECK ARE NOT ENOUGH.**

Study Questions and Paper Topics for Machiavelli, *The Prince***STUDY QUESTIONS**

1. Explain how Machiavelli's background in Florentine and Italian politics would influence his writings.
2. Why did Machiavelli compose *The Prince* and present it as a gift to Lorenzo de Medici?
3. What are some of the rules or procedures a prince should follow upon the conquest of a new territory? Do these rules make any sense? Explain fully.
4. What are Machiavelli's opinions of Cesare Borgia, the Duke of Urbino?
5. Explain Machiavelli's attitudes toward contemporary popes and the power of the Papal States.
6. Which types of military organizations does the author favor and why? Are his views realistic in light of 16th century European history?
7. What qualities/abilities does Machiavelli believe a prince must possess to acquire and to maintain power? Be specific.
8. Where does Machiavelli find his examples to demonstrate his theories? What does this tell you about his education and background?
9. According to Machiavelli, how can Italy be saved from its present predicament?

PAPER TOPICS

1. Political power in 15th/16th century Italy
2. The role of the Catholic church in Italian politics
3. The relationship between morality and political power
4. Why Machiavelli differentiated the various types of military power
5. Machiavelli and the concept of 'prince' in Italian/European affairs
6. The ideal ruler in Machiavelli
7. Role of Fate/Chance in political affairs
8. Use of violence or intrigue (or any other nefarious activity) in politics
9. Machiavelli's use of examples from Greco-Roman history
10. Dramatic representation in Machiavelli.

INSTRUCTIONS FOR THE PAPER

1. All papers will begin with a title page which will include the title of the essay, the name of the student, the course number, and the due date.
2. Each student will choose a topic from those listed above or create another one with the consent of the instructor. Unapproved topics will not be graded, and the student will receive the grade of 0 for the assignment. Discuss the implication of this grade with your TA.
3. In a 1-2 paragraph introduction/thesis statement, the student will identify in specific terms the topic under analysis and which question this essay will address or answer. The main body of the paper will demonstrate your points or argue your contention(s) with specific citations from the text noted in parentheses (the page number from the Penguin edition is sufficient; if you use a different edition, you must turn it in with the paper so that I can check the citations.). No footnotes or endnotes are required. Quotes of two lines or less may remain in the body of the text; quotes longer than two lines **must be indented and single-spaced** (one-tab indent for each line). After the long quote, return to double-spacing the text.

4. All students must use the Penguin edition of Machiavelli, *The Prince*, as their only source; no secondary sources or material from the internet is allowed. See the discussion of plagiarism in the syllabus.
5. The paper must come to some conclusion, as even a negative conclusion has value.
6. The essay must be double-spaced in a readable font (no less than 12) and with normal one inch margins. There will be no page requirements, only a minimum of **1400** words and a maximum of **2000** words. The students must provide a page which documents word count of the essay. After the essay is complete, go to file, then open print, click on options, check document properties, click ok, and then print the essay. After you have completed the assignment, remember to remove the check from document properties, or all of your future documents will include this data.
7. All references to the names of the plays must be in italics, as this is the correct way to identify titles.
8. At the end of the paper, the following statement with the student signature must be included:

I attest that this essay assignment is based solely on my use of *The Prince* of Machiavelli and that I have not used any secondary sources, any information from the internet, nor received any assistance from another individual (Writing Center excepted).

Student name
Student signature
9. In the formal prose style required for this assignment, the following **are not allowed:**
 - a. The overuse of the first or second person: no I, we, us, my, you, your, etc.
 - b. Colloquialisms or slang (writing as you speak or worse)
 - c. Rhetorical questions (Alas, what would Cesare Borgia do?)
 - d. An under-developed vocabulary; use a thesaurus (avoid the phrase, he, she, it says)
 - e. The passive voice (Machiavelli failed many 104 students, not many 104 students were failed by Machiavelli)
 - f. Incorrect grammar (subject-verb agreement, subject-antecedent agreement, etc); without correct grammar, your essay will lack clarity and this will lead to a reduction in the grade.
 - g. Incorrect punctuation; learn the rules for the proper use of the comma, colon, semi-colon, and period. Incorrect use may lead to a lack of clarity and a lower grade.
 - h. Unclear antecedents for the relative pronouns (this, that, those, etc.).
10. **MAKE SURE TO PROOFREAD THE ESSAY BEFORE TURNING IT IN!
SPELL-CHECK AND GRAMMAR-CHECK ARE NOT ENOUGH.**

History 104

Professor Holle

Grading Rubric

Grading papers in the discipline of History is not an exact science, but there are specific criteria which all students must follow to obtain a good grade. Below is a list of qualities which I require for the grades from A through E.

An **A** paper will include the following: a clearly defined thesis in the first paragraph which prepares the reader for the essay which follows; original analysis of the topic which draws on the relevant sources; demonstrates an understanding of the sources/evidence and accurately evaluates it in relevance to the topic; the presentation of a logical argument to demonstrate the validity of the thesis by use of specific citations from the sources; demonstration of outstanding control of proper English prose including grammar and punctuation by the use of complex and well-constructed sentences; the use of a vocabulary that is precise, advanced to the university level and varied. Also the paper will show that the student had read and followed the instructions given for the assignment.

A **B** paper will have: a thesis in the first paragraph which has relevance to the topic under consideration; analysis of the topic based on a number of sources; some understanding of the sources/evidence and their relationship to the topic; presentation of an argument with citation of some, but rarely all the relevant sources; possesses knowledge of English grammar and punctuation, but some errors appear; sentences are varied in structure, but tend more toward simple than complex; the vocabulary used is good, but not always at the university level; the student had read the instructions for the assignment, but has not followed all of the requirements.

A **C** paper tends to: possess an ill-defined thesis somewhere, often understated, in the paper; includes some analysis of the sources, but more often tends to provide specific examples, sometimes properly cited from the sources, without any analysis of their importance or relevance to the thesis; the argument is usually difficult to follow because there is little control over the evidence and how its logical presentation affects the thesis; knowledge of English grammar and punctuation is irregular; sentences are usually simple and the vocabulary reflects a High School or colloquial environment; the student has read the instructions.

A **D** paper has the following: no thesis or none that the reader can identify; little understanding or control of the sources and why there is a need to cite them correctly; the argument, if it exists, has little coherency and often seems a series of unrelated or random examples which seem to increase the word count or number of pages; there is little analysis of the sources or the examples chosen; knowledge of proper English grammar and punctuation, along with complex sentences and a university-level vocabulary are yet to be fully realized; the student did not know there were instructions or did not follow them.

An **E** paper has little to none of the qualities listed above, has blatantly disregarded the instructions and produced a paper which does not meet the requirements, has been turned in more than eight days late (8x5=40 points off), or has plagiarized from other sources. A final note: all students who have read the instructions for the papers and the criteria for grades on the essays should always feel free to meet with me or their TA to see if they are following the directions, if their thesis is clear, or if we can assist them in any other way. Do not wait until the last few days to write these papers; that will only lead to disappointment and a poor grade. When in doubt, come in and talk to your TA or me. You are paying for this help. Use it!

Lectures and Assignments:

Jan. 12	Introduction to the course and Greek History to 750 Discussion: ETEP, pp. <i>i-xii</i> ; go to discussion section to meet your TA and receive information on the class.
17	MLK Day: No Class
19	Greece in the Age of Expansion, 700-500 BCE Discussion: ETEP, Chapter 1: Ancient Women, complete; be prepared to answer the study questions from pp. 15 & 28
24	Greece in the Fifth Century: War and Culture
26	Decline of Greece, the rise of Alexander the Great, and the growth of the Hellenistic Kingdoms Discussion: Sophocles, <i>Oedipus the King & Antigone</i> , complete
31	Early Roman History to 133
Feb. 2	The Decline of the Roman Republic to Augustus Discussion: ETEP, Chapter 3: Alexander the Great; first draft of the Sophocles paper is due.
7	The Roman Empire and the Rise of Christianity
9	Fall of the Roman Empire and the Triumph of Christianity Discussion: ETEP, Chapter 2: Ancient Slavery
14	The Successors of Rome in the West to Charlemagne
16	The Christian Church to 1050 Discussion: ETEP, Chapter 5: Charlemagne; Sophocles paper due.
21	Feudalism and the Rise of Normandy
23	The Byzantine Empire: The Roman Empire that did not Fall Discussion: ETEP, Chapter 4: The Rise of Islam
28	MID-TERM EXAM
Mar. 2	The Crusades and the Rise of Cities in the West Discussion: ETEP, Chapter 6: The Crusades
7	Late Medieval England
9	Late Medieval France Discussion: ETEP, Chapter 7: The Black Death
14	SPRING BREAK: NO CLASS
16	SPRING BREAK: NO CLASS
21	The Holy Roman Empire to 1050
23	The Roman Papacy to 1417. Discussion: ETEP, Chapter 8: The Age of Exploration and Conquest
28	The Italian Renaissance and the World of Machiavelli
30	The Renaissance of Northern Europe Discussion: Machiavelli, <i>The Prince</i> , complete.
Apr. 4	The Protestant Reformation I
6	Protestant Reformation II & the Catholic Reformation Discussion: ETEP, Chapter 9: Martin Luther
11	The Counter Reformation
13	The Century of Spain

18 **Discussion:** More on Martin Luther
England: The Tudors and the Stuarts
20 France to Louis XIII
Discussion: ETEP, Chapter 10: Witch-Hunting in Early Modern Europe &
Machiavelli paper due in section
25 The Thirty Years War
27 The World of Louis XIV
Discussion: Review and return of papers, quizzes, etc.
May 4 **FINAL EXAM 8-10 AM**
ETEPE = Exploring the European Past: Text and Images

PROFESSOR HOLLE
History 104

GRADE CALCULATION:

90 – 100 points	A
80 – 90 points	B
70 – 80 points	C
60 – 70 points	D
Less than 60 points	E

As I shall round up the total at the end, the actual range for an A is 89.50 – 100.

All other grades will have the same type of range. If one does not complete an element of the course, one will receive a negative value equal to the percentage of that element. This is a very important thing to remember.

An example:

Mid-term Exam	88 x 20% = 17.6 points
Papers	92 x 30% = 27.6 points
Discussion & Quizzes	80 x 20% = 16 points
Final Exam	80 x 30% = 24 points

Total 85.2 points = B

Mid-term Exam	88 x 20% = 17.6 points
Book Review	92 x 30% = 27.6 points
Discussion & Quizzes	0 x 20% = -20 points
Final Exam	80 x 30% = 24 points

Total 49.2 points = E

It is very important to complete every element of the course, as you cannot pass this course unless you do.

LATE PAPER POLICY:

The final grade of the paper will drop five (5) points per day until it is turned in. If there is a question about missing the due date for a written assignment, students should always contact me or their TA in advance of that date.

INCOMPLETES:

Except for the most grave or compelling reasons, I do **not** give incomplete grades.