

General Education Course Approval Cover Sheet

Date of Submission 10/01/10

1. Check which area(s) this course applies to

Inquiry - Arts & Creativity	<input type="checkbox"/>	Composition & Communications - II	<input type="checkbox"/>
Inquiry - Humanities	<input checked="" 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 type="checkbox"/>	Global Dynamics	<input checked="" type="checkbox"/>

2. Provide Course and Department Information.

Department: History

Course Prefix and Number: HIS 105 Credit hours: 3

Course Title: History of Europe, 1648 to the Present

Expected Number of Students per Section: 35 Course Required for Majors in your Program (check one)? Yes No

Prerequisite(s) for Course? Not applicable

This request is for (check one) A New Course An Existing Course

Departmental Contact Information

Name: Karen Petrone Email: petrone@email.uky.edu

Office Address: 1701 Patterson Office Tower Phone: 257-4345

3. In addition to this form, the following must be submitted for consideration:

- A syllabus that conforms to the Senate Syllabi Guidelines, including a mapping of the stated learning outcomes to those presented on the corresponding Course Template.
- A completed Course Review Form. See the Gen Ed website <http://www.uky.edu/gened/forms.html> for these forms. Proposals prepared prior to September 15th, 2010 are allowed to use a narrative instead of the Course Review Form.
- If applicable, a major course change form for revision of an existing course, or a new course form for a new course.

4. Signatures

Department Chair: Francie Chesser-Hopz Date: 10/4/10

Dean: Anna R. K. Bosch ARK Bosch Date: 10/5/10

All proposals are to be submitted from the College Dean's Office
Submission is by way of the General Education website <http://www.uky.edu/gened>

**Course Review Form
Global Dynamics**

Course Name: History 105, Europe 1648 to the Present

College: Arts and Sciences

For Review Committee Use Only

Accept Revisions Needed

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:

W 8 Sept. The Scientific Revolution & Enlightenment - Sherman & Salisbury 450-464 ALL DISCUSSION SECTIONS: Voltaire, Candide (all)

Brief Description:

Voltaire's description of the character Candide's adventures in the New World is our introduction to European views and critiques of slavery. Students read the Enlightenment novel and discuss its critiques of the military, Church and European exploitation of the New World.

- 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:

Week 6: NATIONALISM, LIBERALISM, AND REVOLUTIONS M 27 Sept. Europe, 1815-1850: Political Reform and Social Unrest - Sherman & Salisbury

Brief Description:

In this section of the course we discuss the connections between the Enlightenment concepts of civic engagement and an educated body politic and the emergence of more representative governments in the nineteenth century.

- 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:

French Revolution: W 15 Sept. European Society: Reactions to the Old Regime— Sherman & Salisbury 503-520

Brief Description:

In particular we discuss the trial and execution of King Louis XVI and the real-life consequences of debates over monarchy and the meaning of the Social Contract.

- 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:

Week 13: W 17 Nov. East Asia Since World War II – Sherman & Salisbury, 760-764

Brief Description:

The emphasis here is on China and its development as a Communist nation and world power after Mao's revolution. We examine images of twentieth-century Chinese revolutionary leaders from Dr. Sun to Chiang Kai Shek and Mao. We end with images and a discussion of Tienamen Square and how it sets the stage for early 21st century politics in China.

- 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:

Weeks 13-14 Discussion of trend of Ethnic Nationalism: Wiesner, "The European Nation-State and Regional Ethnic Nationalism," 399-427

Brief Description:

All discussion sections read various documents from the Finnish Constitution to eye-witness accounts of the war in Bosnia. We discuss how these seemingly disparate movements are connected to ideas of regional/ethnic nationalism that emerged in the 19th c.

- Evidence that this course's learning environment encourages students to actively learn about, and gain understanding of, at least two of the following:
- o social, cultural, and institutional change;
 - o civic engagement;
 - o regional, national or cross-national comparisons;
 - o power and resistance.

Date/location on syllabus of such evidence:

W 10 Nov. The West Since the Cold War

ALL DISCUSSION SECTIONS: Drakulić, How We Survived Communism and Even Laughed

Brief description:

With both our discussion of Drakulić and the fall of the old Communist dictatorships of Eastern Europe, we differentiate between nationalism and communism, compare the various dictatorships and discuss the different ways people were empowered to resist them.

- 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:

W 1 Dec. The Global Community—LONG ESSAY DUE

Brief description:

A. ESSAY: There are three choices for the subject of your analytic essay (15 % of course grade). This paper must follow the guidelines handed out in class. It must be typed, double-spaced, 4 pages in length (Maximum 5 pages). CHOOSE ONLY ONE TOPIC. Based on your reading of Voltaire's *Candide* and Slavenka Drakulić, *How We Survived Communism and Even Laughed* and our class discussions:

Topic #1: Compare and contrast the criticisms of government (monarchy) as it was practiced in Early Modern Europe (Voltaire's book) with Drakulic's criticisms of the governments of Modern Eastern Europe. Use short quotes to support your arguments.

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

Brief Description:

This is a history of Europe and the non-Western world since 1648. U.S. history is only discussed briefly in the World Wars and the role of the U.S. and Europe in the Cold War.

- 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:

There are weekly written assignments that require the analysis and contextualization of primary sources.

Brief description:

Our sources include written records such as legal records, religious writings, letters, and material culture such as paintings, prints, advertisements and maps. Students are also introduced to the basics of research, including footnoting in the Chicago Manual of Style format.

Reviewer Comments:

**Course Review Form
Intellectual Inquiry – Humanities**

Course Name: HIS 105

College: Arts and Sciences

For Review Committee Use Only

Accept Revisions Needed

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.

- Activities that enable students to demonstrate their ability to present and critically evaluate competing interpretations through written and oral analysis and argumentation.

Example(s) from syllabus:

W 6 Oct. The Age of European Nation-States & "New Imperialism" Sherman & Salisbury 628-637
ALL DISCUSSION SECTIONS: Wiesner, "Expansion and Public Opinion," 243-265

Brief Description:

The course prepares students to interpret the evidence left behind by European and World societies by using basic historical methods to analyze primary sources. Our sources include written records such as legal records, religious writings, letters, and material. The reader "Discovering the Western Past" includes evidence that can be interpreted from a variety of points of view and short introductory essays to help the students understand possible competing interpretations. These interpretations are discussed in section, and also in various writing assignments.

- Activities that enable students to demonstrate their ability to distinguish different artistic, literary, philosophical, religious, linguistic, and historical schools or periods according to the varying approaches and viewpoints characterized therein.

Example(s) from syllabus:

VI. Tests and quizzes. 65% of total grade.

Brief Description:

Students will be asked to evaluate primary and secondary sources on exams, understanding historical transformations over time and competing schools of thought on these transformations.

- Activities that enable students to demonstrate their ability to identify the values and presuppositions that underlie the world-views of different cultures and peoples, as well as one's own culture, over time through the analysis and interpretation of at least one of the following: works of art, literature, folklore, film, philosophy and religion, language systems or historical narratives (or the primary sources of historical research).

Example(s) from syllabus:

A. A short in-class paragraph –no more than one written notebook page—on your readings for Discussion Sections (30 minutes). These paragraphs will be open-note, closed text, and based on the discussion questions provided beforehand.

Brief Description:

The discussion questions probe the ideas expressed in the primary sources, the conditions under which various primary sources were written, and the circumstances that contributed to their production.

- Activities that enable students to demonstrate disciplinary literacy (vocabulary, concepts, methodology) in written work, oral presentations, and classroom discussions.

Example(s) from syllabus:

50 Minutes dedicated to discussion of sources including contextualizing primary sources into greater movements like the Enlightenment and historical concepts such as Nationalism

Brief Description:

Students will write about and discuss primary sources using historical conceptual frameworks such as an awareness of chronology, attention to causation, transformations over time, and such factors as race, class, and gender in producing change.

- An assignment that enables students to demonstrate their ability to conduct a sustained piece of analysis of some work of art, literature, folklore (or popular culture), film (or other digital media), philosophy, religion, language system, or historical event or existing historical narrative that makes use of logical argument, coherent theses, and evidence of that discipline, with use of library sources when applicable, demonstrating appropriate information literacy in a particular discipline of the humanities (i.e. identifying appropriate sources, accessing them and assessing their value). This assignment will be used for program-level assessment.

Example(s) from syllabus:

IX. Comparative Analytic Essay (15% of your course grade)A. ESSAY: There are three choices for the subject of your analytic essay (15 % of course grade). This paper must follow the guidelines handed out in class. It must be typed, double-spaced, 4 pages in length (Maximum 5 pages). CHOOSE ONLY ONE TOPIC. Based on your reading of Voltaire's *Candide* and Slovenka Drakulić, *How We Survived Communism and Even Laughed* and our

Brief Description:

This essay requires students independently to formulate broad historical comparisons, emphasizing transformations in government, economics, and attitudes towards religion and ethnicity over the several centuries featured in the course.

Information literacy component:

This assignment requires students to draw on the two book-length studies as well as other course materials to form their arguments. The course, in general, prepares students to analyze written records such as legal records, religious writings, letters, and material culture such as paintings, prints, advertisements and maps. Students are also introduced to the basics of research, including footnoting in the Chicago Manual of Style format.

Reviewer's Comments:

History of Europe, 1648-present

Fall 2010

Dr. Whitlock

HIS 105 –sections 001-006

hrhwhitlock@uky.edu

MW 11:00-11:50 and **assigned weekly discussion section**

Office: POT 1703

FB 200

Hours: MW 1-2 PM

I. General Course Objective

To understand European civilization by studying the history of the modern era from the first sparks of the Renaissance to post-Cold War Europe. The modern age begins not with the first rocket to the moon, but Galileo's discovery that the earth is not the center of all things. We will interpret the evidence left behind by these societies by using basic historical methods and primary sources. Our sources will include written records such as legal records, religious writings, letters, and material culture such as paintings, prints, and advertisements. We will look at the shift from the relative isolation of early societies to global interaction in the modern period, including mercantilism, the slave trade, imperialism, and nationalism. Class requirements include attendance, **discussion** and comparison of source material, a minimum of 5 quizzes, in-class paragraphs, a four to five-page typed analytical paper, three exams and a final map quiz.

II. Specific Objectives

- A. To explore and define Modern European civilization, including its interactions with the "New World" and its African and Asian colonies.
- B. To identify and explain significant characters, ideas, political and civic movements, events, and discoveries which have changed the face of Modern European and global civilization.
- C. To point out geographical locations that have been of particular importance in the development of the modern world.
- D. To explain the historical origins of specific terms used in a modern context and to add these terms to the students' vocabulary.

III. Expected Learning Outcomes for the His 105 Student:

- A. A familiarity with the key terms and events of European history 1648 to the present, and their implications for the 21st century.
- B. The ability to read and compare historical maps and incorporate global geographic knowledge into historical understanding.
- C. A more complex understanding of the development of ideas like Nationalism, Liberalism and Socialism, their origins in European politics and culture, and their diffusion throughout the globe.
- D. The ability to critically evaluate documents including images and material culture and relate them as evidence of historical development.
- E. Discipline-specific information literacy including evaluating secondary sources, understanding differences in types of texts, citing texts and utilizing proprietary and non-proprietary sources responsibly in one's own writing.

IV. Class Participation & Attendance (10% of your course grade).

A. Students are expected to attend lectures and discussion sections **on time** and turn in all work **on time**. Official attendance will not be taken in the Monday and Wednesday lecture meetings of this course; however, much of your test material will come from these meetings and it is **strongly recommended that you attend**. Attendance will be taken in your discussion sections. **Absences in excess of three will result in the loss of your participation grade. PLEASE NOTE: ANY STUDENT WHO MISSES SIX OR MORE DISCUSSION SECTION MEETINGS RECEIVES AN AUTOMATIC "E" IN THE COURSE.** To resist the temptation to "check messages" during course time and so as not to give the appearance of talking or messaging DURING class, please place cell

phones/iphones OFF THE DESK and out of your sight. It is distracting to you, me and the other students. *Any behavior that impairs the student's ability to fully participate in the course or hampers the participation of other students will not be tolerated. These behaviors include reading ANY outside material during class time- including newspapers, text messages OR other course textbooks. Cell phone conversations or other superfluous conversations or text messaging during lecture are also not permitted. Please turn cell phones off during class.*

Any exhibition of these behaviors will result in the student being asked to leave the class for the day and the loss of 10% of their participation grade for each infraction.* Recording devices are not allowed in lecture or discussion except by special permission of the instructor. Laptop users must sit in the first row of the lecture hall.

V. Required Reading Material

Texts: Dennis Sherman & Joyce Salisbury, The West in the World, 3rd edition Vol. II From 1600
 Merry Wiesner, Discovering the Western Past: A Look at the Evidence, Vol. II since 1500, (6th edition)
 Other Required Reading: Voltaire, Candide
 Slavenka Drakulić, How We Survived Communism and Even Laughed
 Internet Sources located at <http://www.fordham.edu/halsall/mod/modsbook.html>

VI. Tests = 65% of total

Special instructions regarding exams will be given at a later date. Please note: *No head/earphones of any type are allowed.* Backpacks and belongings will be deposited at the front of the lecture hall during the examination period. There will also be a series of at least 5 reading quizzes given on weekly assigned readings in your discussion sections. Exams in pencil will have 3 pts deducted from the total score.

A. Pop Quizzes: -A **minimum** of five quizzes will be given at unspecified intervals throughout the semester. These will be one-word, or single-phrase answer quizzes based on your assigned readings. Each quiz will consist of five of these short-answer questions. *You are allowed to drop ONE quiz grade (10% of course grade).*

B. First Examination-Bring TWO ink pens -Wednesday, Sept. 22: Discussion, Notes, Text, Required Reading (15% of course grade)

C. Second Examination-Bring TWO ink pens -Wednesday, Oct. 20: Discussion, Notes, Text, Required Reading (15% of course grade)

D. Final Examination-Bring TWO ink pens -Monday, Dec. 13 at **10:30 AM**=Coverage of Discussion, Notes, Text, Required Reading (15% of course grade)

E. Final Map Quiz -This quiz will be given in your discussion meeting. You will be asked to identify key places in the development of Europe. Section instructors will provide specific instructions and maps. (10% of course grade)

VII. Grading Scale:

A. The grading scale for History 205 is a rather standard one. Letter grades will be issued based on the points assigned out of a total of 100 for each graded exam or paper according to the table below. Attendance will be calculated as letter grade based on the criteria set out in Section IV, part A.

Standard grading scale used in History 105

A+	97-100	B+	87-89	C+	77-79	D+	67-69
A	93-96	B	83-86	C	73-76	D	63-66
A-	90-92	B-	80-82	C-	70-72	D-	60-62
		E	below 60				

VIII. Discussion Section: Analytic Paragraphs Based on Readings (10% of your course grade)

A. A short in-class paragraph –no more than one written notebook page—on your readings for Discussion Sections (30 minutes). **These paragraphs will be open-note, closed text, and based on the discussion questions provided beforehand.** There will be a minimum of two and a maximum of four paragraphs written and collected in your discussion sections. *Topic choices will be assigned in your discussion sections.*

IX. Comparative Analytic Essay (15% of your course grade)

Writing is a substantial part of this course and students are expected to complete their writing assignments in the proper manner and to turn them in on time. **Papers drop one letter grade for every day past due.** Electronic submissions are required along with paper copies. All electronic submissions must be followed within 24 hours by a hard copy. Please note: All papers are subject to review via plagiarism detection software.

More detailed instructions for papers will be discussed in your section meetings. Please allow extra time for printer errors, etc.

A. ESSAY: There are three choices for the subject of your analytic essay (15 % of course grade). This paper must follow the guidelines handed out in class. It must be typed, double-spaced, 4 pages in length (**Maximum 5 pages**). **CHOOSE ONLY ONE TOPIC.** Based on your reading of Voltaire's Candide and Slavenka Drakulić, How We Survived Communism and Even Laughed and our class discussions:

Topic #1: Compare and contrast the criticisms of **government** (monarchy) as it was practiced in Early Modern Europe (Voltaire's book) with Drakulic's criticisms of the governments of Modern Eastern Europe. Use short quotes to support your arguments.

Topic#2 In Voltaire's book Mercantilism is the prevailing **economic** theory of the day. How does this type of economy compare to Communism as it was practiced in postwar Eastern Europe? Is there a society in Voltaire's text that shares some of the basic beliefs of Communism? What were the negatives of each system and which worked better in practice? Use short quotes to support your arguments.

Topic#3 **Ethnicity and religious differences** are key themes in both Voltaire and Drakulic. What sort of problems do these differences cause in the novel *Candide* and in modern Eastern Europe?

X. Assignments

Week 1: INTRODUCTION TO MODERN WORLD HISTORY
W 25 Aug. Introduction – Sherman & Salisbury, xxx-xxxi

Week 2: TRANSATLANTIC ECONOMY AND COLONIAL EXPLOITATION
M 30 Aug. Conquest and Exploration – Sherman & Salisbury, 433-437, 477-483
W 1 Sept. The Scientific Revolution - Sherman & Salisbury 442-450
ALL DISCUSSION SECTIONS: Wiesner, "The Mind of an Age" 51-80
3 BLUE BOOKS DUE IN DISCUSSION SECTIONS!!

Week 3: SOCIETY IN EUROPE
M 6 Sept. **LABOR DAY HOLIDAY—NO CLASS**
W 8 Sept. The Scientific Revolution & Enlightenment - Sherman & Salisbury 450-464
ALL DISCUSSION SECTIONS: Voltaire, Candide (all)

Week 4: SOCIETY IN EUROPE AND EMPIRES
M 13 Sept. European Society Under the Old Regime – Sherman & Salisbury 486-490
W 15 Sept. European Society: Reactions to the Old Regime— Sherman & Salisbury 503-520

ALL DISCUSSION SECTIONS: Wiesner, “A Day in the French Revolution,” 110-137

Week 5:

M 20 Sept.
W 22 Sept.

EUROPE ON THE EVE OF REVOLUTION

Strategies for taking a history examination and REVIEW

FIRST EXAMINATION

ALL DISCUSSION SECTIONS: Wiesner, “Labor Old and New,” 138-173
(this material will be on Exam II)

Week 6:

M 27 Sept.

NATIONALISM, LIBERALISM, AND REVOLUTIONS

Europe, 1815-1850: Political Reform and Social Unrest - Sherman & Salisbury 521-531, 566-568

W 29 Sept.

Nationalism, Unification, and Liberalism

ALL DISCUSSION SECTIONS: Wiesner, “Two Programs for Social and Political Change” 174-205

Week 7:

M 4 Oct.
W 6 Oct.

THE WEST IN THE INDUSTRIAL AGE

The West in the Age of Industrialization and Imperialism - -Chapter 19 (all)

The Age of European Nation-States & “New Imperialism” Sherman & Salisbury 628-637

ALL DISCUSSION SECTIONS: Wiesner, “Expansion and Public Opinion,” 243-265

Week 8:

M 11 Oct.
W 13 Oct.

IMPERIALISM

Western Pressures, Nationalism and Reform in Africa and Asia in the 1800s
Urbanization and Modern Art - Sherman & Salisbury 647-649, 662-669

ALL DISCUSSION SECTIONS: Wiesner, “Vienna and Paris,” 206-242

Week 9:

M 18 Oct.
W 20 Oct.

URBANIZATION AND POST-ENLIGHTENMENT THOUGHT

Art continued and REVIEW FOR EXAM

SECOND EXAMINATION

NO DISCUSSION SECTION MEETINGS

Week 10:

25 Oct.
27 Oct.

WORLD WAR I

The Industrialized World in Crisis, Sherman & Salisbury 674-689

The Industrialized World in Crisis, Sherman & Salisbury 689-698

ALL DISCUSSION SECTIONS: Wiesner, “Totalitarianism,” 335-364

Week 11:

M 1 Nov.
W 3 Nov.

AFTER THE WAR TO END ALL WARS

After the Great War

World War II: Introduction – Sherman & Salisbury 701-705, 710-723

ALL DISCUSSION SECTIONS: Drakulić, *How We Survived*, 1-103

Week 12:

M 8 Nov.
W 10 Nov.

WORLD WAR II

The Impact of World War II – Sherman & Salisbury, Chapter 24 (all)

The West Since the Cold War

ALL DISCUSSION SECTIONS: Drakulić, *Café Europa*, 103-end

Week 13:

M 15 Nov.
W 17 Nov.

THE 20th CENTURY IN THE WEST

The West Since the Cold War

East Asia Since World War II – Sherman & Salisbury, 760-764

ALL DISCUSSION SECTIONS: Wiesner, “The European Nation-State and

Regional Ethnic Nationalism,” 399-427

- Week 14:** THE GLOBAL COMMUNITY
M 22 Nov. The Global Community Since 1945– Sherman & Salisbury , 770-775,
W 24 Nov. **THANKSGIVING BREAK**
- Week 15:** THE GLOBAL COMMUNITY
M 29 Nov. The Global Community Since 1945 and West Since WWII, Sherman & Salisbury
784-786, 805-820 :
W 1 Dec. The Global Community—**LONG ESSAY DUE**
ALL DISCUSSION SECTIONS: *Final Map Quiz*
- Week 16:** THE 20th CENTURY IN THE WEST
M 6 Dec. The West Since the Cold War - Sherman & Salisbury, 791-805
W 8 Dec. FINAL REVIEW: Lecture and ALL DISCUSSION SECTIONS
- W 13 Dec.** **FINAL EXAMINATION:** Wednesday, Dec.13 at 10:30 AM-**this room!**

XI. Student Responsibility and Academic Integrity

A. PLAGIARISM AND CHEATING - Will not be tolerated. Any event of academic dishonesty will result in a failing grade for the assignment and will result in an “E” for the course. We will discuss this further in class.

B: STUDENT RESPONSIBILITY:

MISSED WORK: The student is responsible for making up for missed lectures, discussion questions, etc. by getting the notes from a fellow classmate. If you missed the original class meeting, **pop quizzes, group discussions and in-class projects cannot be made up.** One quiz will be dropped at the end of the semester. Exams can be made-up only for university-sanctioned excuses. Make-up exams will cover the same material, but the questions will differ from those on exams given to the class as a whole.

THE BUDDY SYSTEM: Always have the name, e-mail or number of another student in the course (two students are even better) so that missed notes can be exchanged. However, it is up to the individual student who attended the class as to whether or not they want to share that information.

XII. OFFICE HOURS

(For the convenience of both instructor and student, it is often best to make appointments even when the student plans to come during regular office hours.) Students must consult with the instructor if they anticipate any problems with the course including possible absences, physical limitations, learning disabilities or psychological conditions within the first two weeks of class. 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: jkarnes@email.uky.edu) for coordination of campus disability services available to students. After this period it will be difficult to take these issues into consideration.

*In this course it is a requirement that students meet with their **discussion section instructors** prior to consulting with me. Your instructors for your individual discussion sections have forms that will need to be signed by them and must be brought to any appointment with me. This assures that all of your instructors will be aware of any problems or questions that you might have and will be able to facilitate your work in this course.*

T. Whitlock

Office: Patterson Office Tower 1703

MW: 1-2 PM

e-mail: hrhwhitlock@uky.edu

Or Open by appointment

Note: Co-Instructors' office hours and a separate syllabus will be issued in those sections meetings.

Co-Instructors are Ms. Dodson and Mr. Karantabias

DISCUSSION SECTIONS MEETINGS ARE MANDATORY AND PART OF THE COURSE.

**NOTE: This syllabus is intended as a guide for your assignments in this course; however, this syllabus may be adjusted during the semester to better serve the needs of this course*

