

**1. General Information**

1a. Submitted by the College of: ARTS &amp; SCIENCES

Date Submitted: 11/30/2015

1b. Department/Division: Modern &amp; Classical Languages

1c. Contact Person:

Name: Jeff Rogers

Email: nelsjrogers@uky.edu

Phone: 420-7911

Responsible Faculty ID (if different from Contact)

Name: Milena Minkova

Email: mmink2@uky.edu

Phone: 7-5710

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? Yes

Inquiry - Humanities

Global Dynamics

**2. Designation and Description of Proposed Course**

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: MCL 360

2c. Full Title: Catastrophes and Calamities in the Greco-Roman World and Afterwards

2d. Transcript Title: Catastrophes in Greco-Roman World

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 1

DISCUSSION: 2

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

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2j. **Course Description for Bulletin:** The participants in the course will get acquainted, by reading the ancient sources in English translation, with some of the greatest catastrophes and calamities in the Greco-Roman world as described by ancient authors. These events will be considered in the historical and cultural context in which they have occurred. Special attention will be paid to the ways in which ancient people reacted to, explained, and tried to accept these calamities. Course participants will also explore, using archival material mainly from newspapers and periodicals, similar calamities that happened in the modern and indeed in the contemporary world. They will reflect on modern and contemporary reactions to adversity, and analyze disasters in the light of different conceptualizations of the moral and cosmological contexts of such events. This will involve discussion of distinct and opposing interpretive perspectives and schools of thought. Comparing the ancient and the modern attitudes will be an important part of the course. The course will also take in consideration human approaches to calamities represented in some motion pictures.

2k. **Prerequisites, if any:**

2l. **Supplementary Teaching Component:**

3. **Will this course taught off campus?** No

If YES, enter the off campus address:

4. **Frequency of Course Offering:** Fall,

**Will the course be offered every year?:** No

If No, explain: possibly; probably every other year

5. **Are facilities and personnel necessary for the proposed new course available?:** Yes

If No, explain:

6. **What enrollment (per section per semester) may reasonably be expected?:** 30

7. **Anticipated Student Demand**

**Will this course serve students primarily within the degree program?:** Yes

**Will it be of interest to a significant number of students outside the degree pgm?:** Yes

If Yes, explain: The course crosses boundaries into different eras and cultures.

8. **Check the category most applicable to this course:** Not Yet Found in Many (or Any) Other Universities

If No, explain:

9. **Course Relationship to Program(s).**

a. **Is this course part of a proposed new program?:** No

If YES, name the proposed new program:

b. **Will this course be a new requirement for ANY program?:** No

If YES, list affected programs: Will be listed as an eligible elective for the Classics track of the MCL major.

10. **Information to be Placed on Syllabus.**

a. **Is the course 400G or 500?:** No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached: Yes

## 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|JROUHIE|Jeanmarie Rouhier-Willoughby|MCL 360 NEW Dept Review|20150504

SIGNATURE|ACSI222|Anna C Harmon|MCL 360 NEW College Review|20151005

SIGNATURE|ECSAND2|Eric C Sanday|MCL 360 NEW UKCEC Expert Review|20151130

SIGNATURE|TMUTE2|Tad Mutersbaugh|MCL 360 NEW UKCEC Expert Review|20160203

SIGNATURE|JMETT2|Joanie Ett-Mims|MCL 360 NEW UKCEC Review|20160204

SIGNATURE|JMETT2|Joanie Ett-Mims|MCL 360 NEW Undergrad Council Review|20160212

### New Course Form

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

Open in full window to print or save

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**Attachments:**

Upload File

	ID	Attachment
Delete	4856	Global Dynamics Course Review Form Catastrophes.do
Delete	5713	HUM Course Review Form COMMENTS Catastrophes.docx
Delete	5891	HUM Course Review Form Catastrophes.docx

(\*denotes required fields)

**1. General Information**

- a. \* Submitted by the College of:  Submission Date:
- b. \* Department/Division:
- c.
  - \* Contact Person Name:  Email:  Phone:
  - \* Responsible Faculty ID (if different from Contact):  Email:  Phone:
- d. \* Requested Effective Date:  Semester following approval OR  Specific Term/Year<sup>1</sup>

- e. Should this course be a UK Core Course?  Yes  No

If YES, check the areas that apply:

- Inquiry - Arts & Creativity
- Composition & Communications - II
- Inquiry - Humanities
- Quantitative Foundations
- Inquiry - Nat/Math/Phys Sci
- Statistical Inferential Reasoning
- Inquiry - Social Sciences
- U.S. Citizenship, Community, Diversity
- Composition & Communications - I
- Global Dynamics

**2. Designation and Description of Proposed Course.**

- a. \* Will this course also be offered through Distance Learning?  Yes<sup>4</sup>  No
- b. \* Prefix and Number:
- c. \* Full Title:
- d. Transcript Title (if full title is more than 40 characters):
- e. To be Cross-Listed<sup>2</sup> with (Prefix and Number):
- f. \* Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours<sup>3</sup> for each meeting pattern type.
 

<input type="checkbox"/> 1 Lecture	<input type="checkbox"/> Laboratory <sup>1</sup>	<input type="checkbox"/> Recitation	<input type="checkbox"/> 2 Discussion
<input type="checkbox"/> Indep. Study	<input type="checkbox"/> Clinical	<input type="checkbox"/> Colloquium	<input type="checkbox"/> Practicum
<input type="checkbox"/> Research	<input type="checkbox"/> Residency	<input type="checkbox"/> Seminar	<input type="checkbox"/> Studio
<input type="checkbox"/> Other			

If Other, Please explain:
- g. \* Identify a grading system:
  - Letter (A, B, C, etc.)
  - Pass/Fail
  - Medicine Numeric Grade (Non-medical students will receive a letter grade)
  - Graduate School Grade Scale
- h. \* Number of credits:
- i. \* Is this course repeatable for additional credit?  Yes  No
  - If YES: Maximum number of credit hours:
  - If YES: Will this course allow multiple registrations during the same semester?  Yes  No

## j. \* Course Description for Bulletin:

The participants in the course will get acquainted, by reading the ancient sources in English translation, with some of the greatest catastrophes and calamities in the Greco-Roman world as described by ancient authors. These events will be considered in the historical and cultural context in which they have occurred. Special attention will be paid to the ways in which ancient people reacted to, explained, and tried to accept these calamities. Course participants will also explore, using archival material mainly from newspapers and periodicals, similar calamities that happened in the modern and indeed in the contemporary world. They will reflect on modern and contemporary reactions to adversity, and analyze disasters in the light of different conceptualizations of the moral and cosmological contexts of such events. This will involve discussion of distinct and opposing interpretive perspectives and schools of thought. Comparing the ancient and the modern attitudes will be an important part of the course. The course will also take in consideration human approaches to calamities

## k. Prerequisites, if any:

l. Supplementary teaching component, if any:  Community-Based Experience  Service Learning  Both

3. \* Will this course be taught off campus?  Yes  No

If YES, enter the off campus address:

## 4. Frequency of Course Offering.

a. \* Course will be offered (check all that apply):  Fall  Spring  Summer  Winter

b. \* Will the course be offered every year?  Yes  No

If No, explain: possibly; probably every other year

5. \* Are facilities and personnel necessary for the proposed new course available?  Yes  No

If No, explain:

6. \* What enrollment (per section per semester) may reasonably be expected? 30

## 7. Anticipated Student Demand.

a. \* Will this course serve students primarily within the degree program?  Yes  No

b. \* Will it be of interest to a significant number of students outside the degree pgm?  Yes  No

If YES, explain:

The course crosses boundaries into different eras and cultures.

## 8. \* Check the category most applicable to this course:

Traditional – Offered in Corresponding Departments at Universities Elsewhere

Relatively New – Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

## 9. Course Relationship to Program(s).

a. \* Is this course part of a proposed new program?  Yes  No

If YES, name the proposed new program:

b. \* Will this course be a new requirement<sup>5</sup> for ANY program?  Yes  No

If YES<sup>5</sup>, list affected programs:

Will be listed as an eligible elective for the Classics track of the MCL major.

## 10. Information to be Placed on Syllabus.

a. \* Is the course 400G or 500?  Yes  No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identify additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

b.  \* The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable above) are attached.

<sup>5</sup> Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.  
<sup>6</sup> The chair of the cross-listing department must sign off on the Signature Routing Log.

<sup>13</sup> In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, is two hours per week for a semester for one credit hour. (from SR 5.2.1)

<sup>14</sup> You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

<sup>15</sup> In order to change a program, a program change form must also be submitted.

Rev 8/09

**Course Review Form  
Global Dynamics**

**Reviewer Recommendation**

Accept  Revisions Needed

**Course:** MCL 360 Catastrophes and Calamities in the Greco-Roman World and Afterwards

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:

UNIT 5 Watching and discussing the motion picture "Titanic." Survival and social inequality.

Brief Description:

In the section dealing with transportation calamities, the students will watch the motion picture "Titanic." They will concentrate their discussion on how much the ways and the rate at which people survived depended on their social status. Social inequality will be examined as a characteristic of the human situation.

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:

UNIT 3 Reports on tsunamis, earthquakes, hurricanes, floods: 1815 eruption Mount Tambora; 1906 San Francisco earthquake; 1931 China floods; 1960 Chile earthquake; 1972 Iran blizzard; 1980 Mount St. Helens eruption; 1991 Mount Pinatubo eruption; 1999 Vargas floods in Venezuela; 2004 Indian Ocean earthquake and tsunami; 2005 Hurricane Katrina; 2010 Haiti earthquake; 2011 Japan earthquake.

Brief Description:

Individual students will report on tsunamis, earthquakes, hurricanes, and floods that happened in modern times, and the class will compare the human reaction to them with the reaction of people (known from contemporary sources and archaeology) after the eruption of Vesuvius in 79 CE. Examining some of these calamities, such as the 2005 Hurricane Katrina, will involve looking into the dynamics of the human reaction to disasters in a place like New Orleans with a historically diverse population, where different cultures and languages are intertwined and coexist.

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:

UNIT 3 Reports on tsunamis, earthquakes, hurricanes, floods: 1815 eruption Mount Tambora; 1906 San Francisco earthquake; 1931 China floods; 1960 Chile earthquake; 1972 Iran blizzard; 1980 Mount St. Helens eruption; 1991 Mount Pinatubo eruption; 1999 Vargas floods in Venezuela; 2004 Indian Ocean earthquake and tsunami; 2005 Hurricane Katrina; 2010 Haiti earthquake; 2011 Japan earthquake.

Brief Description:

Individual students will make reports on tsunamis, earthquakes, hurricanes, and floods that happened in modern times. One of the aspects of the class discussion will be the dilemmas that may occur while directing a relief effort to affected people and areas. Such dilemmas may refer either to local circumstances (the order of precedence in medical treating of too numerous disaster victims when lacking sufficient medical resources), or to global relief planning (e.g. locating less global resources for addressing the famines in sub-Saharan Africa in the face of 2004 Indian Ocean earthquake and tsunami).

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 21<sup>st</sup> 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:

UNIT FOUR Reports on famines: Soviet famine Ukraine, 1932-33; Leningrad famine, 1941-44; Great Chinese famine, 1959-61; North Korea famine, 1996; Second Congo War famine, 1998-2004.

Brief Description:

While examining the famines at the downfall of the Roman Empire, the students will also investigate and make reports on famines in modern societies. For example, discussing the Second Congo War famine 1998-2004 will involve learning about the Zairian and later Congolese society that had led to the Second Congo War, as well as the social and political dynamics in the neighboring states who took part in that war.

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:

UNIT ONE Reports on: Black death; 1918 influenza; HIV; SARS; Swine flu; Ebola.

Brief Description:

Students will study Thucydides's account of 430-426 BCE plague epidemic at Athens, and will compare it with subsequent epidemics in human history. They will examine how in a more globally interconnected world a local epidemic can have global repercussions (cf. the 2014 Ebola epidemic reaching from a rural community in Guinea to farther places), as well as how this affects the human attitude to disaster.

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:

UNIT FOUR Famines at the downfall of the Roman Empire.

- 546 CE sack of Rome and famine according to Procopius of Caesarea, History of the Wars, VII, 17.
- Reports on famines: Soviet famine Ukraine, 1932-33; Leningrad famine, 1941-44; Great Chinese famine, 1959-61; North Korea famine, 1996; Second Congo War famine, 1998-2004.

**Brief description:**

Students will study the institutional, social, and cultural changes at the downfall of the Roman empire, and the circumstances that had led to widespread famines. They will then make reports on modern time famines, among which the most recent Great Chinese famine 1959-61, the North Korea famine 1996 and the Second Congo War famine 1998-2004, and compare the political and social circumstances which had led to these famines: a comparison will be attempted not only between the circumstances of the most recent famine disasters, but also between these and the circumstances of the ancient disasters.

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:**

Essay due after completion of Unit Four: Meaning of Human Life in Face of Calamity (in Antiquity and Nowadays). The grade for this essay constitutes 15% of the final grade.

**Brief description:**

The students will select one ancient text describing calamity and one calamity of the same kind that occurred in modern times in any part of the world. They will analyze the ancient text taking in consideration its historical and cultural context, and draw conclusions about the ancient reaction to the calamity. Then, using critically archival resources, the students will research the circumstances of a modern calamity of the same kind and examine the modern human reaction to it. The purpose would be to compare both reactions and account for the differences between the ancient and modern reaction, as well as suggest what a modern reader could learn from the ancients. The students will use some fundamental sources for classical antiquity. They will learn to distinguish reliable from unreliable sources, especially when these sources are internet-based. Citing properly a source will also be part of the assignment.

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

**Brief Description:**

The non-US focus constitutes at least 90% of the course. More than half of the course is concentrated around catastrophes and calamities in ancient Greece and Rome. Less than half of the course takes in consideration catastrophes and calamities in the modern world: Europe, Asia, Africa, North and South America, Australia and Oceania. The focus of the course is truly global.

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:**

Individual student reports in the second part of Units One, Two, Three, Four, and Five.

**Brief description:**

In the second part of each thematic unit, individual students will be assigned to research a modern calamity, using archival materials in the library (both paper and electronic). Every student will make a presentation in front of the whole class at least once during the semester. Students will learn to distinguish reliable from unreliable sources, especially when these sources are internet-based, as well as to cite a source properly.

**Reviewer Comments:**

10/11

**Course Review Form  
Intellectual Inquiry in the Humanities**

**Reviewer Recommendation**

Accept  Revisions Needed

**Course:** MCL 360 Catastrophes and Calamities in the Greco-Roman World and Afterwards

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:

UNIT ONE Pericles's funeral speech on Athenian greatness (Thucydides, History of the Peloponnesian War, II, 35-46) contrasted with the following account of the plague (II, 47-54). Realism and moral teaching in Thucydides.

Brief Description:

Students will examine the contrast that exists between the funeral speech of Pericles delineating Athenian greatness and the immediately following account of the utter destruction caused by the plague. They will then discuss the two opposite interpretations of Thucydides's account of the Athenian decline: the understanding of Thucydides as a realist (after Hobbes), and the view of Thucydides as moralizing author finding the cause of the fall of Athens in its hybris (after Hegel). Students will analyze arguments that could corroborate or refute each interpretation.

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:

UNIT ONE Watching and discussing the motion picture "The Plague" ("La peste") based upon Albert Camus's eponymous novel.

Brief Description:

Students will analyze different human reactions in the face of calamity represented in the motion picture, in particular the sense of absurdity, endurance, and solidarity. Thereupon, the students will discuss the main ideas underlying "The Plague" and recognize the principles of existentialism and the philosophy of the absurd.

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:

UNIT ONE Discussion of Thucydides's account of the plague (History of the Peloponnesian War, II, 47-54)

Brief Description:

Students will examine Thucydides's description of the desintegration of the principles governing the human society during the Athenian plague epidemic of 430-426 BCE, and deduce from this description the main values of the Greek society of the 5<sup>th</sup> century BCE. These values will be compared with ones of our own society, and the transformation they may incur during a great disaster.

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

Example(s) from syllabus:

UNIT TWO Discussing the fire at Rome in 64 CE.

Brief Description:

Students will demonstrate understanding of the historical and political circumstances of Rome in the first century CE. In class discussion, they will use appropriate terms describing the political organization of Rome in the 1<sup>st</sup> century CE, as well as the main principles governing the Roman society of the time. They will read and discuss two passages related to the great fire of 64 CE (Tacitus, *Annales*, XV, 38-44 and Suetonius, *Nero*, 38-39), learning in the process how to approach a text critically and identify circumstances that may have influenced its reliability.

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:

Essay: Meaning of Human Life in Face of Calamity (in Antiquity and Nowadays): 15% of the final grade.

Brief Description:

The students will select one ancient text describing calamity and one calamity of the same kind that occurred in modern times. They will analyze the ancient text taking in consideration its historical and cultural context, and draw conclusions about the ancient reaction to the calamity in question. Then, using archival resources critically, the students will research the circumstances of a modern calamity of the same kind and examine the modern human reaction to it. The purpose would be to compare both reactions and account for the differences between the ancient and modern reaction, as well as suggest what a modern reader could learn from the ancients.

Information literacy component:

The students will use some fundamental sources for classical antiquity. They will learn to distinguish reliable from unreliable sources, especially when these sources are internet-based. Citing properly a source will also be part of the assignment.

Reviewer's Comments:

1. I'm not sure I follow how it is that Thucydides II.35-54 is going to provide the basis for a virtue and a realist reading of Thucydides. Are these really competing interpretations of the events associated with the Peloponnesian War or just two distinct aspects of the situation that both need to be addressed?

I don't immediately see how the Book II reading can include Thucydides' account of Athenian decline unless you also referring to the later discussion of VII.69-87.

I think I understand the ambiguity in Thucydides between virtue and power, but I don't see Thucydides' commitment to the principle of power in these passages. I would think that side of Thucydides is more clear in his account of the origins of the war, the Mytilenean debate, and the description of civil war and human nature.

But maybe I'm not appreciating what you are suggesting by students analyzing arguments that

corroborate or refute each interpretation. Is this a reference to secondary source accounts of Thucydides? To which interpretation does this refer, to Thucydides' interpretation of the war and human nature or to someone else's interpretation of Thucydides?

Also, the template asks for a how. The nature of the various assignments that will test this should be listed here.

2. I think I may be missing some contextualizing information here. I can see and appreciate the importance of discussing existentialist principles, but I don't see how that alone will provide the opportunity to distinguish different artistic, literary, etc., schools or periods according to the varying approaches and viewpoints. This seems to capture a single variation, i.e. the nature of ambiguity itself that can be pushed to the level of absurdity, but how does it capture others? And will the assessment here be limited to discussion?

3. It is hard to follow how the main values of Athenian society will be perceived and articulated by students on the basis only of the description of the plague. Also, this is the example of the student's understanding of the realist political philosophy that will contrast with the virtue-philosophy of the Pericles' speech. I don't quite see how this episode will demonstrate, negatively, the values of Athenian society, and I don't see how it will show that over time. How will it be compared to our own society? What are the activities, discussion?

4. Apart from the issue of the reliability of the text, this seems to be effectively the same approach taken in the previous three descriptions, i.e. that reading the text and discussing it in class will satisfy the core requirements. Maybe more specific description of the analysis of reliability of texts and problems of historical interpretation could be offered here.

Also, it would be helpful to know that class discussion will not be the only method of fulfilling the core requirements.

5. I am having difficulty finding specific information on the syllabus covering the essay assignment. Also, the syllabus describes different types of assignments, including presentations, that I am having a hard time correlating with the core requirements description on this form. It could be that the specific assignments will be decided during the class as the class progresses. Is that the approach?

**Course Review Form  
Intellectual Inquiry in the Humanities**

**Reviewer Recommendation**

Accept  Revisions Needed

**Course:** MCL 360 Catastrophes and Calamities in the Greco-Roman World and Afterwards

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:

UNIT ONE Assignment (type one, see Assignments in the syllabus), in which all students will be required to read Pericles's funeral speech on Athenian greatness (Thucydides, History of the Peloponnesian War, II, 35-46) and the following account of the plague (II, 47-54), and be ready to report in class about the reading. Class discussion contrasting the two passages, and examining possible interpretations of the radically different points of view presented by each. Realism and moral teaching in Thucydides (in Hobbes's and Hegel's views).

Brief Description:

Students will examine the contrast that exists between the funeral speech of Pericles delineating Athenian greatness and the immediately following account of the utter destruction caused by the plague. They will then discuss possible interpretations of the reasons for this drastic shift in viewpoint. They will evaluate Thucydides' view of what had caused the plague: for example, they will consider the understanding of Thucydides as a realist (in Hobbes's view), and the understanding of Thucydides as a moralist finding the cause of the disintegration of Athenian society during the epidemic in the hybris of the Athenians (in Hegel's view). According to Thucydides, does the plague seem to be a natural necessity or a divine punishment? Students will propose arguments that could corroborate or refute each interpretation.

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:

UNIT ONE Watching and discussing the motion picture "The Plague" ("La peste") based upon Albert Camus's eponymous novel. Assignment (type three, see Assignments in the syllabus), in which all students are assigned to read a philosophical reflection, or read about a philosophical approach, and to be ready to report on it in class. This assignment in Unit One pertains to the inevitability of human mortality.

Brief Description:

Students will analyze different human reactions in the face of calamity represented in the motion picture, in particular the sense of absurdity, endurance, and solidarity. Thereupon, the students will discuss the main ideas underlying "The Plague" and recognize some of the principles of existentialism and the philosophy of the absurd. The reports from the reading assignment will allow students to engage with the concept of inevitability of human mortality in the existential approach.

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:

UNIT ONE Assignment (type one, see Assignments in the syllabus), in which all students will be required to read Thucydides's account of the Athenian plague (430-426 BCE) (History of the Peloponnesian War, II, 47-54) and be ready to report in class about the reading. Assignment (type two, see Assignments in the syllabus), in which individual students will be required to do historical research about modern epidemics and health scares: SARS, Swine flu, Ebola, and be ready to report in class.

Brief Description:

Students will contrast the disintegration of the principles governing the human society in Thucydides's account of the Athenian plague (History of the Peloponnesian War, II, 47-54) with the public reaction to the recent SARS, Swine flu, Ebola epidemics, and other health scares, which they will have researched in the appropriate news archives indicated in the syllabus. Students will identify and compare ancient and modern values and presumptions that are challenged in the face of danger and disaster (e.g. observation and neglect in burial customs; law and lawlessness; social hierarchy and equality; pursuing honor and ephemeral pursuits).

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

Example(s) from syllabus:

UNIT TWO Assignment (type one, see Assignments in the syllabus), in which all students will be assigned to read ancient sources and be ready to report about the fire at Rome in 64 CE.

Brief Description:

The students will read two passages related to the great fire of 64 CE (Tacitus, Annales, XV, 38-44 and Suetonius, Nero, 38-39), contrasting Suetonius's attribution of the Roman fire to Nero's whim with Tacitus's more guarded interpretation, learning in the process how to approach a text critically and identify circumstances that may have influenced a text's reliability. In their reports about the readings, students will demonstrate understanding of the historical and political circumstances of Rome in the first two centuries CE, especially the change of imperial dynasties, as well as the position of the Roman historians describing recent historical events. They will use appropriate terms referring to the political organization of Rome in the first and second century CE and the main principles governing the Roman society of the time.

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:

Essay: Meaning of Human Life in Face of Calamity (in Antiquity and Nowadays): 15% of the final grade.

Brief Description:

The students will select one ancient text describing calamity and one calamity of the same kind that occurred in modern times. They will analyze the ancient text taking in consideration its historical and cultural context, and draw conclusions about the ancient reaction to the calamity in question. Then, using archival resources critically, the students will research the circumstances of a modern calamity of the same kind and examine the modern human reaction to it. The purpose would be to compare both reactions and account for the differences between the ancient and modern reaction, as well as suggest

what a modern reader could learn from the ancients.

Information literacy component:

The students will use some fundamental sources for classical antiquity. They will learn to distinguish reliable from unreliable sources, especially when these sources are internet-based. Correct citation of a source will also be part of the assignment.

Reviewer's Comments:

# MCL 360-001 Catastrophes and Calamities in the Greco-Roman World and Afterwards

## **Schedule of Classes**

TBA

## **Instructor**

Dr. Milena Minkova

office: Patterson Office Tower, 1007

phone: 257-5710

email: [mmink2@uky.edu](mailto:mmink2@uky.edu) (easiest way to reach me)

office hours: TBA

## **Course Description**

The participants in the course will get acquainted, by reading the ancient sources in English translation, with some of the greatest catastrophes and calamities in the Greco-Roman world as described by ancient authors. These events will be considered in the historical and cultural context in which they have occurred. Special attention will be paid to the ways in which ancient people reacted to, explained, and tried to accept these calamities. Course participants will also explore, using archival material mainly from newspapers and periodicals, similar calamities that happened in the modern and indeed in the contemporary world. They will reflect on modern and contemporary reactions to adversity, and analyze disasters in the light of different conceptualizations of the moral and cosmological contexts of such events. This will involve discussion of distinct and opposing interpretive perspectives and schools of thought. Comparing the ancient and the modern attitudes will be an important part of the course. The course will also take in consideration human approaches to calamities represented in some motion pictures.

## **Student Learning Outcomes**

At the end of the semester students successfully completing MCL 360 will be able to:

1. Describe the main catastrophic events in the Greek and Roman antiquity and their historical context; this includes general knowledge of the early period of the western world.
2. Critically assess different sources describing an event, taking into consideration its historical, social, and cultural context.
3. Evaluate an event in the light of divergent theoretical perspectives.
4. Compare ancient and modern events from around the world and the human reactions to them.
5. Relate findings from the course to the contemporary world and their own lives.

### **Class Materials and Resources**

The instructor will provide copies of the ancient works in English translation that are in public domain.

- Thucydides, *History of the Peloponnesian War*, II, 35-54.
- Cyprian's *On the Plague*.
- Herodotus, *The Histories*, I, 30-33; III, 39-43, 120-25.
- Tacitus, *Annales*, XV, 38-44.
- Suetonius, *Nero*, 38-39.
- Pliny the Younger, *Letters*, VI, 16; VI, 20.
- Procopius of Caesarea, *History of the Wars*, VII, 17.
- Herodotus, *The Histories*, VIII, 66-99.
- Thucydides, *History of the Peloponnesian War*, VII, 69-87.

Reference resource about calamities in the Young Library:

Angus M. Gunn, *Encyclopedia of Disasters*, London ; Westport, Conn. : Greenwood Press, c2008. Young Library Reference GB5014 .G86 2008

Young Library resource for assessing diverse theoretical approaches to natural and social calamities:

Naomi Zack, *Ethics for Disaster*, Rowman & Littlefield Publishers 2009 (Young Library, internet access with Link Blue credentials).

Electronic reference resources about the ancient world and in general at Databases of University of Kentucky Libraries <http://libraries.uky.edu/> (access with linkblue credentials):

- Oxford Classical Dictionary
- Oxford Dictionary of the Classical World
- Ancient Greece and Rome: An Encyclopedia for Students
- Britannica Academic Edition
- Reference Universe

Resources for researching more recent events at Databases of University of Kentucky Libraries: <http://libraries.uky.edu/> (access with linkblue credentials):

- Access International News
- Access World News (NewsBank)
- ProQuest News and Newspapers Combined Search
- Foreign and U.S. Newspapers (CRL)
- Google News Archive
- Illustrated London News Historical Archive (1842-2003)
- New York Times Historical Edition (NYT)
- Wall Street Journal
- Wall Street Journal Article Archive

### **Attendance**

Students are expected to attend every class and to arrive punctually for the beginning of the class. Students may have two unexcused absences without a penalty. After two unexcused absences, two points are deducted from the final grade for each unexcused absence.

### **Excused Absences**

Students need to notify the professor of absences prior to class when possible. *Senate Rules 5.2.4.2* defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, [http://www.uky.edu/Ombud/ForStudents\\_ExcusedAbsences.php](http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php)).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused) per University policy.

Per *Senate Rule 5.2.4.2*, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

### **Verification of Absences**

Students may be asked to verify their absences in order for them to be considered excused. *Senate Rule 5.2.4.2* states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness, or death in the family. Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.

### **Assignments**

Assignments will be specified in advance by the instructor for each course unit. There will be three types of assignments throughout the semester.

Type one assignments: all students will be assigned to read the ancient sources that relate to the calamities in Greco-Roman world.

Type two assignments: individual students will be assigned to do research to gain information about calamities in the modern world. They will present their findings to the class as a whole, as well as offer their own perspective.

Type three assignments: all students will be assigned to read about a philosophical reflection on the concept of, and on the range of possible responses to, disaster, which will enrich the theoretical framework of our class discussions.

### **Essay**

Students will be required to write an essay about the meaning of human life in face of calamity both in antiquity and in the contemporary age (see "Course Units" below about the deadline). In it, they will compare the reactions to an ancient and a modern calamity of the same kind, account for the differences between the ancient and the modern reaction, as well as suggest what in their view a modern reader could learn from the ancients.

### **Evaluation and Grades**

The final grade of the course will consist of the following elements:

1. Three tests in the course of the semester: 45% (15% each test)
2. Essay: 15%
3. Final written one-hour exam: 15%
4. Class participation 25%.

Each student will have three types of assignments (described above in "Assignments"). The grade related to completing type one assignments will constitute 15% of the class participation grade. The grade related to completing type two assignments will constitute 5% of the class participation grade. The grade related to completing type three assignments will constitute 5% of the class participation grade.

Since the tests and the exam are listed on the course schedule well in advance, no excuses will be accepted for missing a test or exam nor will any make-up test or exam be given. The only exception to this policy are those occasions of need specified in *Students Rights & Responsibilities*, 5.2.4.2. For situations that meet the criteria in *Student Rights & Responsibilities*, the specified make-up procedure will be followed.

All grades for this course will be assigned according to the General Grading System, i.e. letters only (A, B, C, D, no +/-). Numerical equivalents are simply: 90's = A, 80's = B, 70's = C, 60's = D, below 60 = E.

As per University regulations, the students will have a midterm grade.

### **Academic Integrity**

Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

*Senate Rules 6.3.1* (see <http://www.uky.edu/Faculty/Senate/> for the current set of *Senate Rules*) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

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

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

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

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

### **Classroom Policies**

Upon enrolling into the University of Kentucky students pledge to observe decorum in all circumstances and to have respect for their colleagues.

The use of cell phones or other electronic devices in class is not allowed. Eating in class is not allowed. Laptops could be used in class only in cases when the instructor approves.

Respect and civility should be observed in all classroom debates.

### **Special Accommodations**

If you have a documented disability that requires academic accommodations, please see the instructor as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide the instructor with a Letter of Accommodation from the Disability Resource Center (725 Rose Street, Multidisciplinary Science Building, Suite 407), 257-2754, email address [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)) for coordination of campus disability services available to students with disabilities.

### **Accommodation of Religious Observations**

Students should talk to the instructor at least a week in advance about delayed work due to religious observation.

### **Course Units**

**WEEK ONE: INITIAL MEETING**

**WEEK TWO, THREE, FOUR: UNIT ONE**      The plague at Athens (430-426 BCE)

- Greece in the 5<sup>th</sup> century BCE. The Peloponnesian War.
- The plague at Athens according to Thucydides, *History of the Peloponnesian War*, II, 47-54.
- Pericles's funeral speech on the Athenian greatness (Thucydides, *History of the Peloponnesian War*, II, 35-46) contrasted with the following account of the plague. Realism and moral teaching in Thucydides (after Hobbes and Hegel).
- Watching and discussing the motion picture "The Plague" based on Albert Camus's eponymous book. Absurd, endurance, and solidarity.
- Plague narrated by Cyprian (250-266 CE) according to Cyprian's *On the Plague*.
- Reports on: Black death; 1918 influenza; HIV; SARS; Swine flu; Ebola.
- Comparison between different human reactions to epidemics.

**DISASTER THROUGH THE LENS OF THEORY:** The inevitability of human mortality.

**TEST ONE (END OF WEEK FOUR)**

**WEEK FIVE: INTERLUDE**      How the Greeks accepted life: the stories of Polycrates, Croesus, Cleobis and Biton (Herodotus, *The Histories*, I, 30-33; III, 39-43, 120-25). Roman attitudes to life.

**WEEK SIX, SEVEN, EIGHT: UNIT TWO**      The fire at Rome (64 CE).

- The history of the Roman empire. Rome in the 1<sup>st</sup> century CE.
- The fire at Rome according to Tacitus, *Annales*, XV, 38-44; Suetonius, *Nero*, 38-39.

- Reports on fires: London 1666; Peshtigo fire 1871; Great Chicago fire, 1871; Boston, 1872; San Francisco 1906; Halifax, Nova Scotia, 1917; Tokyo 1923; Texas City 1947; Hurricane Sandy 2012, New York.
  - Comparison between different human reactions to disastrous fires.
- DISASTER THROUGH THE LENS OF THEORY: Moral theories and their application in times of disaster.

#### TEST TWO (END OF WEEK EIGHT)

*WEEK NINE, TEN, ELEVEN: UNIT THREE* The eruption of Vesuvius (79 CE).

- Great earthquakes in antiquity: Santorini earthquake ~1600 BCE; Malian Gulf tsunami 426 BCE; Rhodes earthquake 226 BCE; Antiochia earthquake 526 CE.
- The eruption of Vesuvius according to Pliny the Younger, *Letters*, VI, 16; VI, 20.
- Watching documentaries on Vesuvius.
- Reports on tsunamis, earthquakes, hurricanes, floods: 1755 Lisbon earthquake; 1815 eruption Mount Tambora; 1906 San Francisco earthquake; 1931 China floods; 1960 Chile earthquake; 1972 Iran blizzard; 1980 Mount St. Helens eruption; 1991 Mount Pinatubo eruption; 1999 Vargas floods in Venezuela; 2004 Indian Ocean earthquake and tsunami; 2005 Hurricane Katrina; 2010 Haiti earthquake; 2011 Japan earthquake.
- Watching the motion picture "The Great Los Angeles Earthquake."
- Comparisons between different human reactions to tsunamis, earthquakes, hurricanes, floods.

DISASTER THROUGH THE LENS OF THEORY: Social contract in times of disaster.

#### TEST THREE (END OF WEEK ELEVEN)

*WEEK TWELVE, THIRTEEN: UNIT FOUR* Famines at the downfall of the Roman Empire.

- 546 CE sack of Rome and famine according to Procopius of Caesarea, *History of the Wars*, VII, 17.
- Reports on famines: Soviet famine Ukraine, 1932-33; Leningrad famine, 1941-44; Great Chinese famine, 1959-61; North Korea famine, 1996; Second Congo War famine, 1998-2004.
- Reactions to famines in ancient and modern times.

ESSAY DUE (*BEGINNING WEEK FOURTEEN*) Meaning of Human Life in Face of Calamity (in Antiquity and Nowadays).

*WEEK FOURTEEN, FIFTEEN, SIXTEEN: UNIT FIVE* Shipwrecks and transportation calamities.

- Famous shipwrecks in the ancient world: Dokos shipwreck; Kyrenia shipwreck; Marsala shipwreck; Nemi ships.

- Naval battles disastrous for one of the sides: 480 BCE battle of Salamis (Herodotus, *The Histories*, VIII, 66-99); 415 CE Athenian expedition to Syracuse (Thucydides, *History of the Peloponnesian War*, VII, 69-87).
  - Modern transportation calamities: Titanic, 1912; German liner Wilhelm Gustloff 1945; American battleship U.S.S. Arizona 1941; Tenerife Airport Disaster 1977; Japan Airlines Flight 123, 1985; Charkhi Dadri Mid-air Collision 1996; Air New Zealand flight 901, 1979; Hinderburg, 1937; Great train wreck 1918, Nashville, TN.
  - Watching and discussing the motion picture "Titanic." Survival and social classes. Reports on philosophical reflections about human equality and inequality seen through disaster situations.
  - Reactions to transportation disasters in different times and situations.
- DISASTER UNDER THE LENS OF THEORY: Disasters and human inequality.

**Dates of course schedule**

TBA

**Final Exam (during final exam week)**

One-hour written exam. Time and location TBA.