1. General Information

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

　　Date Submitted: 9/23/2013

1b. Department/Division: Modern &Classical Languages

1c. Contact Person

　　　　Name: Jeanmarie Rouhier

　　　　Email: j.rouhier@uky.edu

　　　　Phone: 7-1756

　　　Responsible Faculty ID (if different from Contact)

　　　　Name:

　　　　Email:

　　　　Phone:

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

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

2b. Prefix and Number: MCL 190

2c. Full Title: Topics in Modern and Classical Languages, Literatures and Cultures (subtitle required)

2d. Transcript Title: Topics in MCL

2e. Cross-listing:

2f. Meeting Patterns

　　　LECTURE: 3

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?

2j. Course Description for Bulletin: Examination of a topic related to literary studies, cultural studies, or aspects of language. The course may be dedicated to the literature, culture or language of a particular group or nation or may compare literatures, cultures and languages. May be repeated up to 6 credits under different subtitles.

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: Summer,

   Will the course be offered every year?:   No

   If No, explain: This course is to be used to allow for trial runs of potential new courses and/or to allow for experimental cross-disciplinary or co-taught courses by representatives of various fields in the department. Offered as needed.

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?:   25

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: [var7InterestExplain]

8. Check the category most applicable to this course: Relatively New – Now Being Widely Established,

   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:

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|RHANSON|Roxanna D Hanson|MCL 190 NEW College Review|20131003

SIGNATURE|JMETT2|Joanie Ett-Mims|MCL 190 NEW Undergrad Council Review|20131121

New Course Form

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

Open in full window to print or save

Generate R

Attachments:

[Browse...]   Upload File

	ID	Attachment
Delete	2275	MCL190Revised9_23_13.docx

[First] 1 [Last]

Select saved project to retrieve...   ☐   Get   New

(*denotes required fields)

1. **General Information**

   a. * Submitted by the College of: ARTS & SCIENCES   Submission Date: 9/23/2013

   b. * Department/Division: Modern & Classical Languages

   c.
   * Contact Person Name: Jeanmarie Rouhier   Email: j.rouhier@uky.edu   Phone: 7-1756
   * Responsible Faculty ID (if different from Contact)   Email: Phone:

   d. * Requested Effective Date: ◉ Semester following approval OR ○ Specific Term/Year [1]

   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 [4] ◉ No

   b. * Prefix and Number: MCL 190

   c. * Full Title: Topics in Modern and Classical Languages, Literatures and Cultures (subtitle require

   d. Transcript Title (if full title is more than 40 characters): Topics in MCL

   e. To be Cross-Listed [2] with (Prefix and Number):

   f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours [3] for each meeting pattern type.

3 Lecture	Laboratory [1]	Recitation	Discussion
Indep. Study	Clinical	Colloquium	Practicum
Research	Residency	Seminar	Studio
Other	If Other, Please explain:		

   g. * Identify a grading system: ◉ Letter (A, B, C, etc.) ○ Pass/Fail ○ Graduate School Grade Scale

   h. * Number of credits: 3

   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:

Examination of a topic related to literary studies, cultural studies, or aspects of language. The course may be dedicated to the literature, culture or language of a particular group or nation or may compare literatures, cultures and languages. May be repeated up to 6 credits under different subtitles.

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: This course is to be used to allow for trial runs of potential new courses and/or to allo

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? 25

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:

Given that the course is taught in English, it might serve students in English, History, Anthropology, Geography with an interest in the particular region(s) of the world featured.

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 [5] for ANY program? ○ Yes ◉ No

If YES [5], list affected programs::

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) ident 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 appl

10.a above) are attached.

[1] Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
[2] The chair of the cross-listing department must sign off on the Signature Routing Log.
[3] 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, re
two hours per week for a semester for one credit hour. (from SR 5.2.1)
[4] You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.
[5] In order to change a program, a program change form must also be submitted.

Rev 8/09

Submit as New Proposal   Save Current Changes

Fall 2009; TR 2:00-3:15; place to be announced

Instructor:

Dr. Jeanmarie Rouhier-Willoughby
      Office: Patterson Office Tower, rm 1061
      Office phone. 257-1756
      Email: j.rouhier@uky.edu
      Office hours: TBA

Course Description:

The study of war is no longer the exclusive domain of military and diplomatic historians. Today, cultural historians, art historians, and literary and film scholars have expanded the study of war experience to include a reflection on the traces of violence that remain after the last canon has fired and the peace treaties are signed. How does war, they ask, enter the collective imagination of a people? How is it remembered and commemorated? How are such national ordeals explained and taught to younger generations? Along with the national holidays, museums and countless monuments in countries across the world, epic (and epic films) have played an inestimable role in this transmission of memory.

Course Objectives:

1) Examine the literary and cinematic approaches to war in both classical epic and in war film.
2) Consider how and from what types of war does epic emerges.
3) Investigate how an epic poet confronts the competing demands of realistic representation and subjective imagination when representing the war experience.
4) Explore the role of epic in recovery from wartime experiences and in creating national/group identity.
5) Examine why the wars depicted in epics resonate as cultural touchstones for generations, even centuries, after they were composed.
6) Consider how epic poetry (and epic war films) affect memory of events.

Learning Outcomes

Students will be able to:

- explain the emergence of epic poetry from war experience

- describe the features of traditional epic poetry and its cultural functions.

- assess the relationship between the way one relates past events and the events in and of themselves

- discuss the function of memory and commemoration of the war experience in the formation of national identity

- develop a critical language appropriate to the analysis of literature and film

- communicate their analyses effectively in written form.

Requirements for the course

Regular Attendance, Participation in class discussion. 2 short analytical papers (5-7 pages) and a final project on war film.

Grade Distribution

Papers: 40 % (20% each)
Final project: 30%
Participation and daily preparation: 30 %

Grades are based on the following scale:

A   90-100%
B   80-89%
C   70-79%
D   60-69%
E   Below 60%

Classroom Etiquette:
Students are expected to behave with respect towards other students and to the instructor. You must not talk over others, insult them or their ideas, raise your voice, sleep, write in your planner, do puzzles, read newspapers or other material unrelated to the class. This type of behavior will not only result in a reduced class participation grade, but if persistent, will result in your removal from the course.
Lateness will not be tolerated. If you are not in the classroom when class begins, you will lose class participation points for each instance. After two instances of lateness, you will receive a 0 in class participation for any further instances of lateness.
You may not use cell phones or computers (exceptions will be made for students with a disability who provide proper documentation). If I see or hear a cell phone or computer (or any other electronic device) students will receive a 0 for class participation for that day.

Attendance: Attendance is required. You are expected to come to class and be prepared to work. Be on-time. Persistent tardiness can affect the outcome of your final grade. You will lose 33% of your class participation grade if you miss more than two days (unexcused). *Students who ignore this requirement will be disappointed with their grade.*

Excused Absences:
Students need to notify the professor of absences prior to class when possible. S.R. 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. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).
Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

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.

Making up missed work: Make-up work will only be allowed when the work is missed for one of the reasons listed in University Faculty Senate Rule 5.2.4.2 (September 2009) as "excused absences":

"**A.** Significant illness of the student or serious illness of a member of the student's household (permanent or campus) or immediate family. The Instructor of Record shall have the right to request appropriate verification."
"**B.** The death of a member of the student's household (permanent or campus) or immediate family. The Instructor of Record shall have the right to request appropriate verification. For the purpose of this rule, immediately family is defined as spouse or child or parent (guardian) or sibling (all of the previous include steps, halves and in-laws of the same relationship); and grandchild or grandparent"
"**C.** Trips for members of student organizations sponsored by an educational unit, trips for University classes, and trips for participation in intercollegiate athletic events, including club sports registered with the university as well as varsity sports. When feasible, the student must notify the Instructor of Record **prior to** the occurrence of such absences, but in no case shall such notification occur more than one week after the absence. Instructors of Record may request formal notification from appropriate university personnel to document the student's participation in such trips."
"**D.** Major Religious Holidays. Students are responsible for notifying the Instructor of Record **in writing** of anticipated absences due to their observance of such holidays no

later than the last day for adding a class."
"**E.** Any other circumstances which the Instructor of Record finds reasonable cause for absence."

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.

Part II of *Student Rights and Responsibilities* (available online http://www.uky.edu/StudentAffairs/Code/part2.html) 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 the question of plagiarism involving their own 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 anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. 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 of information, the student must carefully acknowledge exactly what, where and how he/she 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 (Section 6.3.1).

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

Disability Policy: If you have a documented disability that requires academic accommodation, please see me as soon as possible during scheduled office hours. In order to receive accommodation 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.

Organization of the course: readings and screenings
NB: subject to modification. Readings and especially film screenings may be accompanied by supplementary background reading.

Week 1	Introduction to the course. What is epic?
Weeks 2-3	The Greeks at War *reading*: *The Iliad*
Weeks 4-5	Social Upheaval among the Vikings *reading*: *Egil's Saga*
Weeks 6-7	Medieval War: Serbia, France and Britain *Reading:* excerpts from *The Songs of the Serbian People, Sir Gawain and the Green Knight* and *The Song of Roland* *Paper 1 due*
Weeks 8-10	World War 1 and the Fantasy (Epic?) Novel *reading:* Tolkien's *The Lord of the Rings*
Weeks 11-15	Vietnam War Film: 20th Century Epic? *Viewing: The Deer Hunter, Coming Home, Apocalypse Now, Platoon, Full Metal Jacket* *Reading:* excerpts from Shay, *Achilles in Vietnam* *Paper 2 due during Week 12*
Week 16	Course Overview
Finals Week	Final Project due at the time of the final exam