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JUL 9 2014

OFFICE OF THE
SENATE COUNCIL**1. General Information**

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

Date Submitted: 6/27/2014

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 596

2c. Full Title: Topics in Culture (subtitle required)

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

SEMINAR: 3

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

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? Yes

If Yes: Maximum number of credit hours: 6

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

2j. **Course Description for Bulletin:** This course is designed to introduce a variety of critical approaches used in the study of culture. The overall objective is to explore how culture, in all its various forms, not only reflects the world around us but also how it influences the way we perceive the world. The course examines images in various media such as film, text, music, etc. The course employs a wide range of critical approaches (such as genre theory, gender studies, semiotics, and political economy) and examines multiple cultures from Europe to Asia. MCL majors and graduate students will be expected to conduct research in the target language. May be repeated up to six credits with different subtitles. Provides MCL Major Elective credit and MCL minor credit.

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 part of a rotating series of topics courses, one of which will be offered each 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?:** 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: Since these are interdisciplinary topical courses, they would be of interest to students in affiliated fields, such as English, Hispanic Studies, Anthropology, History, etc.

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?:** Yes

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 596 NEW College Review|20140121

SIGNATURE|JMETT2|Joanie Ett-Mims|MCL 596 NEW Undergrad Council Review|20140501

SIGNATURE|ZNNIKO0|Roshan N Nikou|MCL 596 NEW Graduate Council Review|20140709

Courses	Request Tracking
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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	3437	MCL 596 special topics approval process.pdf
Delete	3521	MCL596DraftSyllabusRevised 6 27 2014.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: 6/27/2014
- 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/Year¹
- 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? Yes¹ No
- b. * Prefix and Number: MCL 596
- c. * Full Title: Topics in Culture (subtitle required)
- d. Transcript Title (if full title is more than 40 characters):
- e. To be Cross-Listed² with (Prefix and Number):
- f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours² for each meeting pattern type.
- | | | | |
|--------------|---------------------------|------------|------------|
| Lecture | Laboratory ¹ | Recitation | Discussion |
| Indep. Study | Clinical | Colloquium | Practicum |
| Research | Residency | 3 Seminar | Studio |
| 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: 3
- i. * Is this course repeatable for additional credit? Yes No
- If YES: Maximum number of credit hours: 6
- If YES: Will this course allow multiple registrations during the same semester? Yes No

j. * Course Description for Bulletin:

This course is designed to introduce a variety of critical approaches used in the study of culture. The overall objective is to explore how culture, in all its various forms, not only reflects the world around us but also how it influences the way we perceive the world. The course examines images in various media such as film, text, music, etc. The course employs a wide range of critical approaches (such as genre theory, gender studies, semiotics, and political economy) and examines multiple cultures from Europe to Asia. MCL majors and graduate students will be expected to conduct research in the target language. May be repeated up to six credits with different subtitles. Provides MCL Major Elective credit and MCL minor credit.

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 part of a rotating series of topics courses, one of which will be offered e

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:

Since these are interdisciplinary topical courses, they would be of interest to students in affiliated fields, such as English, Hispanic Studies, Anthropology, History, etc.

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) 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.

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

Ett, Joanie M

From: Rouhier-Willoughby, Jeanmarie
Sent: Thursday, May 01, 2014 11:25 AM
To: Ett, Joanie M
Subject: Re: MCL 596 - UGC review
Attachments: MCL596DraftSyllabusRevised_5_1_2014.docx

Joanie-Revised syllabus attached. In MCLLC each working group submits a schedule to the associate chair, which includes proposed topics courses. The Executive Committee evaluates the schedule and proposals for topics courses before the schedule is built each semester.

Best, Jeanmarie

Jeanmarie Rouhier-Willoughby
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Chair, Department of Modern and Classical Languages
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Skype contact name: Jeanmarie Rouhier, j.rouhier

From: <Ett>, Joanie M <joanie.ett-mims@uky.edu>
Date: Thursday, May 1, 2014 11:16 AM
To: Jeanmarie Rouhier-Willoughby <j.rouhier@uky.edu>
Subject: MCL 596 - UGC review

Good morning,

Undergraduate Council recently reviewed MCL 596 and it was approved, pending a couple of requests. Could you add a make-up policy for missed work in the syllabus? Students should have one week following an excused absence to make up any missed graded work.

Also, since this is a special topics course, the council requested a memo explaining how the course will be vetted each time it is proposed to be taught. The memo can be brief. If you could send that to me, with the revised syllabus, I will have UGC review that for approval.

Thanks for your help,
Joanie

Joanie Ett-Mims
Undergraduate Education
University of Kentucky
113 Bowman Hall
Lexington, KY 40506-0059
(859)257-9039 Phone
(859)257-1455 Fax

MCL 596: Topics in Culture
Mountains in the European Cultural Imagination

MW 15:30-16:45 POT 107

Instructor: Harald Höbusch
Office: POT 1067
Telephone: 257-1873 (office)
E-mail: hhoebu@uky.edu

Office Hours: MON/WED 1:00-2:00 PM
and by appointment

□ **Course Description**

In addition to being physical forms, mountains – as Robert Macfarlane writes in the introduction to his 2003 study *Mountains of the Mind* – are “the products of human perception; they have been imagined into existence down the centuries.”

It is these very imaginings of mountains, especially the European Alps, that this seminar will explore via select textual and visual representations stretching from the Middle Ages to the mid-twentieth century. While the first half of the course will provide a historical overview of these imaginings, the second half of the course will focus on the imaginings of one particular mountain – Nanga Parbat – by a single nation – Germany – during one specific period of time: the years of National Socialism (1933–45). Readings in German (for students of German) and English. Course taught in English.

□ **Course Objectives**

In this course students will...

- explore the various imaginings of mountains, especially the European Alps and the Himalayas, from the Middle Ages to the mid-twentieth century;
- investigate the multiple manifestations and functions of mountains in a broad range of texts (religious, autobiographical, philosophical, scientific, and literary writings; documentary and feature films);
- discover the impact of social, political, religious, artistic, etc. developments on the imaginings of mountains over the centuries;
- engage in a critical discussion of these documents with the help of appropriate theoretical texts and constructs;
- apply their growing insight into the multiple and changing roles of the imaginings of mountains via a research project of their choosing;
- present their research findings to an academic audience in a conference setting;
- formalize their findings in a research paper in adherence with accepted standards of scholarly writing and publication.

□ **Learning Objectives**

Upon completion of this course the students will be able to...

- exhibit a detailed understanding of the various imaginings of mountains through the ages;
- demonstrate an awareness of the various factors that shaped these imaginings over time;
- read and analyze a variety of textual and filmic genres critically and contextually;
- discuss their understanding of a given text in an academic setting;
- respond intelligently and respectfully to differing opinions;

- present their insights orally to a group of academic peers;
- compose analytical essays about a complex and multi-faceted issue for a university audience;
- establish connections between the course's main themes and their own experiences and reevaluate the latter in light of insights developed in the course.

□ Texts

- Robert Macfarlane, *Mountains of the Mind* (PDF-excerpt to be distributed)
- Sean Ireton and Caroline Schaumann (Eds.), *Heights of Reflection. Mountains in the German Imagination from the Middle Ages to the Twenty-First Century* (Rochester, NY: Camden House, 2012)
- Andrew Beattie, *The Alps: A Cultural History* (PDF-excerpts to be distributed)
- Christian Rapp, *Höhenrausch. Der deutsche Bergfilm* (PDF-excerpts to be distributed)
- Jan-Christopher Horak (Ed.), *Berge, Licht und Traum. Dr. Arnold Fanck und der deutsche Bergfilm* (PDF-excerpts to be distributed)
- Jürgen Rauter, "Berge und Bergsteiger in der Literatur des 19. und 20. Jahrhunderts" (http://www.mythos-magazin.de/methodenforschung/jr_berge.htm)
- *The Bible* (King James Version) (<http://www.kingjamesbibleonline.org/>)
- Francesco Petrarca, *The Ascent of Mont Ventoux* (<http://www.grtbooks.com/petrarch.asp?idx=3&yr=1327&aa=TE&at=SO>)
- Albrecht von Haller, *Die Alpen* (German: <http://gutenberg.spiegel.de/buch/5457/1>) (English: <http://spenserians.cath.vt.edu/TextRecord.php?action=GET&textsid=37801>) (excerpt)
- Edmund Burke, *Philosophical Enquiry into the Origins of Our Ideas of the Sublime and the Beautiful* (<http://www.bartleby.com/24/2/>) (excerpts)
- Jean-Jacques Rousseau, *Julie oder die neue Heloise* (Letter XXIII) (German/English: PDF-Version to be distributed) (German: <http://books.google.com/books?id=bzg0AAAAMAAJ&pg=PR1#v=onepage&q&f=false>) (English: <http://ucispace.lib.uci.edu/bitstream/handle/10575/1094/10DeManPortableRousseauJuliePart1.pdf?sequence=15>)
- William Wordsworth, *The Prelude* (Book Six: Cambridge and the Alps) (<http://www.gutenberg.org/files/12383/12383-h/Wordsworth3c.html#24b6>)
- Ludwig Tieck, *Der Runenberg* (German: <http://gutenberg.spiegel.de/buch/5463/1>) (English: http://en.wikisource.org/wiki/The_Runenberg)
- Adalbert Stifter, *Bergkristall* (German: <http://gutenberg.spiegel.de/buch/214/1>) (English: <http://www.gutenberg.org/cache/epub/12573/pg12573.html>)
- Leslie Stephen, *The Playground of Europe* (<http://archive.org/details/playgroundofeur00stepiala>)
- Edward Whymper, *Scrambles Amongst the Alps* (<http://archive.org/details/scramblesamong00whymgoog>)
- David Mazel, ed., *Mountaineering Women* (PDF-excerpts to be distributed)
- Wilhelmine von Hillern, *Die Geier-Wally* (German: <http://gutenberg.spiegel.de/buch/5583/1>) (English: <http://archive.org/stream/vulturemaidendi00hillgoog#page/n4/mode/2up>)
- Jakob Christoph Heer, *Der König der Bernina* (German: <http://archive.org/details/derknigderberni00heergoog>)
- Friedrich Otten, *Der Kampf um den Riesen* (PDF-Version to be distributed)

□ Films

- The Alps (IMAX)

- (<https://www.youtube.com/watch?v=vkA7vqTi3R8>)
- Arnold Fanck, *Der weisse Rausch*
(<https://www.youtube.com/watch?v=imYw-gJAiP4>)
- Arnold Fanck, *Der heilige Berg*
(http://www.youtube.com/watch?v=Z_qxl969E-M)
- Luis Trenker, *Der Berg ruft!*
(http://www.youtube.com/watch?v=_PESNeEwDwA)
- Luis Trenker, *Berge in Flammen!*
(<https://www.youtube.com/watch?v=X4ab316-Zws>)
- Natural World: Himalayas (BBC)
(<https://www.youtube.com/watch?v=fWtE4jT5c7o>)
- Fritz Bechtold/Frank Leberecht, *Nanga Parbat. Ein Kampfbericht*
(to be shown in class)
- Hans Ertl, *Nanga Parbat* (1953)
(<http://www.youtube.com/watch?v=Xz5kOQWg7Vs>)

□ General Syllabus

- Jan. 9 **Course Introduction and Overview / Film: *The Alps***
(R. Macfarlane, *Mountains of the Mind*, pp. 1-21)
- Jan. 14 **Mountains in Myth and Religion up to the Middle Ages**
The Bible (King James Version) (excerpts)
(A. Beattie, *The Alps*, 108—120)
(E. Berry, “Re-examining the Theological Roots of ‘Mountain Glory’”)
- Jan. 16 **Mountains from the Middle Ages to the Renaissance**
Francesco Petrarca, *The Ascent of Mont Ventoux* (~1350)
(A. Beattie, *The Alps*, 120—124)
(Albrecht Classen, “Terra Incognita? Mountains in the Medieval and Early Modern German Literature” in: *Heights of Reflection*, 35—56)
(Michael O’Connell, “Authority and the Truth of Experience in Petrarch’s ‘Ascent of Mount Ventoux’” in: *Philological Quarterly* 62 (1983), 507—520)
- Jan. 21** Martin Luther King Jr. Birthday (**Academic Holiday**)
- Jan. 23 **Mountains as Utopia**
Albrecht von Haller, *Die Alpen* (1729)
(Caroline Schaumann, “From Meadows to Mountaintops: Albrecht von Haller’s *Die Alpen*” in: *Heights of Reflection*, 57—76)
- Jan. 28 **A New Sense for Nature: The Mountain Sublime**
(Edmund Burke, *Philosophical Inquiry...* (1757) (exerpts)
(Anthony Ozturk, “Geo-Poetics: The Alpine Sublime in Art and Literature”
in: *Heights of Reflection*, 77—97)
- Jan. 30 Jean-Jacques Rousseau, *Julie, or the New Heloise* (Letter XXIII) (1761)
- Feb. 4 **A Poetic De(Tour): Mountains as a Means of (Artistic) Self-Discovery**
William Wordsworth, *The Prelude* (Book Six: Cambridge and the Alps) (1799/1805)
- Feb. 6 Ludwig Tieck, *Der Runenberg* (1804)
(W. J. Lillyman, “Ludwig Tieck’s ‘Der Runenberg’: The Dimensions of Reality” in: *Monatshefte* 62.3 (1970))

(Peter Arnds, "From Eros to Thantos: Hiking and Spelunking in Ludwig Tieck's Der Runenberg" in: *Heights of Reflection*, 176—92)

- Feb. 11 **Mountains as (Political) Refuge**
Adalbert Stifter, *Bergkristall* (1854)
(Rauter, "Berge und Bergsteiger," 16—20)
- Feb. 13 Adalbert Stifter, *Bergkristall* (1854)
(Rauter, "Berge und Bergsteiger," 16—20)
- Feb. 18 **Mountains and Tourism I**
Leslie Stephen, *The Playground of Europe* (1871) (1—78)
- Feb. 20 Edward Whymper, *Scrambles Amongst the Alps* (1871) (1—16, 150—162)
Film: Luis Trenker, *Der Berg ruft!*
- Feb. 25 **Mountains as a Space of Female Emancipation**
David Mazel, ed., *Mountaineering Women* (Introduction, 3—22)
Meta Brevoort, "We could not give up" (41—52)
- Feb. 27 Wilhelmine von Hillern, *Die Geier-Wally* (1873)
(Rauter, "Berge und Bergsteiger," 24—28)
- Mar. 4 **Mountains and Tourism II**
Jakob Christoph Heer, *Der König der Bernina* (1900)
(K. Ziak, *Der Mensch und die Berge*, 132—138)
(Rauter, "Berge und Bergsteiger," 31—35)
- Mar. 6 Arnold Fanck, *Der weisse Rausch* (1931)
(Jan-Christopher Horak, "Dr. Arnold Fanck: Träume vom Wolkenmeer und einer guten Stube" in:
Horak, *Berge, Licht und Traum*, 15—55, esp. 45—47)
- Mar. 11—16 Spring Vacation**
- Mar. 18 **Mountains, War, Nation** / Film: *The Himalayas*
(Dr. Gustav Müller, "Die Berge und ihre Bedeutung für den Wiederaufbau des deutschen Volkes")
- Mar. 20 Friedrich Otten, *Der Kampf um den Riesen*
(Harald Höbusch, "Narrating Nanga Parbat" in: *Sporting Traditions* 20.1 (Nov. 2003), 17—42)
(<http://www.la84foundation.org/SportsLibrary/SportingTraditions/2003/st2001/st2001f.pdf>)
- Mar. 25 **Mountains as a Space of Healing**
(Margarete Große, "Berge und Alltag")
- Mar. 27 Arnold Fanck, *Der heilige Berg*
(Wilfried Wilms, "'The Essence of the Mountains is Struggle': Strategies of *Gesundung* in Arnold Fanck's Early Mountain Films" in: *Heights of Reflection*, 267—84)
- Apr. 1 **Mountains as a Space of War**
(Hermann Czant, *Alpinismus, Massenwintersport und Weltkrieg*)
- Apr. 3 Luis Trenker, *Berge in Flammen!*
(Rapp, *Höhenrausch*, 179—98)

- Apr. 8 **Mountains and National Socialism**
 (A. Beattie, *The Alps*, 144—148)
 (Meinhart Sild, “Bergsteigen als Rüstung”)
- Apr. 10 Fritz Bechtold/Frank Leberecht, *Nanga Parbat. Ein Kampfbericht* (1934)
 (Harald Höbusch, “Mountain of Destiny”: The Filmic Legacy of Nanga Parbat” in:
Heights of Reflection, 285—92)
- Apr. 15 **Beyond Nationalism – Mountains in a New Era?**
 (K. M. Herrligkoffer, *Nanga Parbat 1953*, 1—22)
- Apr. 17 Hans Ertl, *Nanga Parbat*
 (Harald Höbusch, “Mountain of Destiny”: The Filmic Legacy of Nanga Parbat” in:
Heights of Reflection, 292—98)
- Apr. 22 Grad. Stud. Research Presentations (No. 1 and 2)
- Apr. 24 Grad. Stud. Research Presentations (No. 3 and 4)

□ **Mid-Term Grade**

Mid-term grades will be posted in *myUK* by the deadline established in the Academic Calendar.
 (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

□ **Requirements and Assessments**

Please note the key requirements for this seminar:

- regular attendance
- thorough preparation of class readings
- active participation in class discussions
- timely submission of written responses
- regular consultations with instructor on presentation

Attendance

You are expected to attend class regularly, arrive punctually, and participate frequently. If you have to be absent for a class meeting, you will be responsible for all material covered during the class period. If your absence is due to illness, a religious holiday, a sanctioned university event, etc. your absence will be excused and not count against your class participation, given you provide appropriate documentation to your instructor (see “Excused Absences” and “Verification of Absences” below). All other absences will count as unexcused and will affect your grade negatively: each unexcused absence will result in a *Class Discussion* grade of “E” for that day.

Preparation of Class Readings

It should be self-explanatory that in order for you to benefit from this seminar, thorough preparation of class readings is essential. You simply cannot comment on something you have not (or only partially) read. Given the crucial nature of this requirement, I will have to award a letter grade of “E” for each and every class reading not thoroughly, i.e., in its entirety, prepared by you.

Class Discussion (Lead)

Active preparation in our weekly class discussions is essential. It is here that you will be able to hone your skills in terms of presenting, arguing, and defending your insights about a given text and contribute to the overall learning experience.

Graduate students are further required to lead one class discussion on a text of their choice. In preparation for this task, individuals will identify a text from a list provided by the instructor and consult with the instructor on the planning of their session. Each session will consist of a brief introductory presentation of author and text as well as a subsequent guided discussion among participants.

Written Responses

In order to ensure informed and effective class discussions, seminar participants are required to submit one single-page typewritten response per week to one (or several) of the texts assigned for a given class meeting at the day of the meeting. These responses are to engage the texts on a critical level; simple text summaries will not be accepted. Responses may engage questions provided by the instructor or be of the participants' own choosing.

Research Paper and Presentation

Graduate students are to compose and present a 20-minute research paper (8-10 pages, type-written, double-spaced, 12pt Times New Roman) to all seminar members during a special meeting at the end of the semester. Individuals (in consultation with the instructor) will identify a topic of their choice and subsequently develop their paper in close collaboration with the instructor. As part of their research presentation, individuals are expected to respond to questions from both their peers and the instructor.

Undergraduate students are to compose a research paper (6-7 pages, type-written, double-spaced, 12pt Times New Roman). Individuals (in consultation with the instructor) will identify a topic of their choice and subsequently develop their paper in close collaboration with the instructor.

Draft: **Monday, April 1**

Final version: **Monday, April 29**

□ Grading

	Grad. Students	Undergrad. Students
Preparation/Class Particip.	20%	20%
Written Responses	30%	30%
Class Discussions	10%	20%
Class Discussion Lead	10%	---
Research Paper	20%	30%
Research Presentation with Q+A	10%	---

Grading Scale (UG):	100-90% A	79-70% C	59% and less E
	89-80% B	69-60% D	

Grading Scale (Grad.):	100-90% A	79-70% C
	89-80% B	below 69% E

□ Course Policies

Classroom Decorum

Please remember that the classroom is a space for exploration and dialogue, discussion and debate. Respect for each other's opinions is therefore a must; disrespectful behavior of any kind will not be tolerated.

As a sign of respect for our common intellectual enterprise, please turn off your cellphones prior to entering the classroom.

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).

Note: 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." Make up work must be submitted within one week of the original due date:

- "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. Consult the following website for details: <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 (<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).

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

Accommodations due to Disability

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