

1. General Information

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

Date Submitted: 2/18/2014

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 597

2c. Full Title: Topics in Comparative Literary Studies (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

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SENATE COUNCIL

2j. Course Description for Bulletin: The purpose of this course is to explore the nature of the literary as an aesthetic, historical, and social category in a comparative context. Topics to be considered include: definitions of literature; literary studies as an academic discipline; theories of literary meaning; the connections between literature and identity (including national identity) and the relative usefulness of these connections; cross-cultural and cross-historical concepts of literary art. 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: [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?: 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 597 NEW College Review|20131106

SIGNATURE|JMETT2|Joanie Ett-Mims|MCL 597 NEW Undergrad Council Review|20140212

SIGNATURE|ZNNIKO0|Roshan N Nikou|MCL 597 NEW Graduate Council Review|20140221

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: Upload File

	ID	Attachment
Delete	3093	MCL597DraftSyllabus.docx

Select saved project to retrieve...

(*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 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 ¹ No
- b. * Prefix and Number:
- c. * Full Title:
- d. Transcript Title (if full title is more than 40 characters):
- 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 hours³ for each meeting pattern type.
- | | | | |
|---------------------------------------|--|-------------------------------------|-------------------------------------|
| <input type="checkbox"/> Lecture | <input type="checkbox"/> Laboratory ¹ | <input type="checkbox"/> Recitation | <input type="checkbox"/> 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: <input type="text"/> | | |
- g. * Identify a grading system: Letter (A, B, C, etc.) Pass/Fail 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 purpose of this course is to explore the nature of the literary as an aesthetic, historical, and social category in a comparative context. Topics to be considered include: definitions of literature; literary studies as an academic discipline; theories of literary meaning; the connections between literature and identity (including national identity) and the relative usefulness of these connections; cross-cultural and cross-historical concepts of literary art. 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 Both3. * 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

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 for ANY program? Yes No

If YES, 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.

-
- Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
 - The chair of the cross-listing department must sign off on the Signature Routing Log.
 - 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)
 - You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.
 - In order to change a program, a program change form must also be submitted.

Rev 8/09

Submit as New Proposal Save Current Changes

MCL 597 Topics in Comparative Literary Studies
Science and Literature
Spring 2013
MWF, 12-12:50 Classroom Building 247 CB

Instructor:

Leon Sachs

Office: Patterson Office Tower, rm 1033

Office phone. 257-1896

Email: leon.sachs@uky.edu [preferred method]

Home phone: 859-335-4977

Office hours: W 3-4:30 or by appointment.

General Overview:

This course investigates the relationship between science and literature from the Renaissance to the present. In the first part of the course, students will study works of the early modern period that have played a seminal role in the rise of the New Science and shaped the modern idea of scientific inquiry (e.g., Montaigne, Bacon, More, Descartes, Pascal, Voltaire). The second half of the course will examine major literary works of the 19th-century — "the century of science" — paying particular attention to the naturalist "experimentation" of writers such as Goethe, Flaubert and Dostoevsky. The course will conclude with a brief unit on "ecological thought" as a new paradigm for rethinking the interdependence of scientific and aesthetic discourses.

Student Learning Outcomes:

After completing this course, the student will be able to:

1. Discuss the work of several of the main writers and thinkers at the heart of the rise of the New Science.
2. Identify the basic contours of the supposed opposition between science and literature in 20th-century academic culture
3. Recognize the way the relationship between scientific thought and literary thought has evolved.
4. Make written arguments to support particular interpretations of individual texts.

Texts:

Available at the bookstore:

Descartes, Discourse on Method and related writings (2000) Penguin Classics,

Voltaire, Candide and Related Texts, (2000) Hackett
Dostoevsky, Crime and Punishment, (2002) McDuff
Goethe, Faust, Part 1, (2005) Constantine
Flaubert, Madame Bovary, (2002) Wall
Other texts will be provided by the instructor in pdf format.

Grading Criteria:

Undergraduate Students:

2 Short analytical papers: 30%
Reading Journal: 30%
Participation (smaller daily assignments, attendance, announced and unannounced quizzes, preparedness, participation in discussion, etc.): 20%
Final Research Paper: 20%

Graduate Students:

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.

2 Short analytical papers: 20%
Reading Journal: 30%
Participation (smaller daily assignments, attendance, announced and unannounced quizzes, preparedness, participation in discussion, etc.): 10%
Class Discussion Lead: 10%
Final Research Paper: 30%

Grading Scale:

Undergraduates:

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

Graduates:

A = 100-90% ; B = 89-80% ; C = 79-70% ; E= 69% or below

Exams:

There are no exams in this course.

Compositions:

Undergraduate students will be asked to write 2 short analytical compositions over the course of the semester as indicated on the daily schedule plus one research paper of no fewer than 10 pages.

Graduate Students will be asked to write 2 short analytical compositions plus one research paper of no fewer than 15 pages. Graduate students are to compose and present a 20-minute presentation on their research paper 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.

Journal Entries:

You will be asked to respond to questions related to your reading in a Blackboard electronic journal. The purpose of this exercise is to help you keep up with the reading, allow the instructor to assess your reading comprehension, and to help you analyze the works in a methodical fashion.

Course Policies:

Attendance:

Daily attendance and participation is important to your understanding and retention of the material in this course. **More than three (3) unexcused absences will lower your final grade by 5% per absence.** An absence will only count as excused with appropriate and excusable documentation. **More than 9 absences (excused or unexcused) will result in a failure of the course** (See university guidelines on attendance). Once you have accrued 10 absences, your work will no longer be graded by the instructor and you will not be allowed to submit the final research paper.

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."

If you are absent from class *for one of these reasons* on a day when a homework assignment is collected or a quiz or exam is given, you must make arrangements with us within one week of your absence to arrange for making up that work. If you are absent from class *for any other reason* on a day when a homework assignment is collected or a quiz or exam is given, you will not be allowed to make up that work and it will be assigned a grade of "0" ("zero").

Cheating and Plagiarism

We expect all work that you submit to us for a grade to be work that you produce on your own. This does not mean that you cannot study with a friend or in study groups, but it does mean that the work that you submit to us must be your own and not the product of collaboration with others or stolen from someone else. Here, for your reference, are the official definitions of plagiarism and cheating from the University Faculty Senate Rules (September 2009):

"6.3.1 Plagiarism

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 anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work, whether it be published article, chapter of a book, a paper from a friend or some file, or whatever. 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.”

“6.3.2 Cheating

Cheating is defined by its general usage. It includes, but is not limited to, the wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding himself/herself or another on any academic work which is considered in any way in the determination of the final grade. The fact that a student could not have benefited from an action is not by itself proof that the action does not constitute cheating. Any question of definition shall be referred to the University Appeals Board.”

Classroom behavior, decorum, and civility

The classroom is a place of learning and as such has certain understood rules that we will expect everyone to abide by: a) discussion and debate are significant tools in learning and, of course, discussion and debate imply disagreement from time to time, but we expect that all opinions expressed in the classroom will show respect for personal differences and will be stated on the basis of well-reasoned argumentation; b) interruptions of class discussions (including: leaving cell phones and other electronic devices on in class [turn them off!], talking indiscreetly while someone else is talking, or engaging in other disruptive behavior) will not be tolerated.

Classroom and learning accommodations

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

DAILY ASSIGNMENTS

Week	Date	Program & Major Assignments
WK 1	9 Jan	Introduction
	11 Jan	Lionel Trilling, "Science, Literature & Culture: A Comment on the Leavis-Snow Controversy"
WK 2	14-Jan	Michel de Montaigne "On Cannibals" (1588)
	16-Jan	Michel de Montaigne "On Cannibals" (1588)
	18-Jan	Michel de Montaigne, "On Experience" (1595)

WK 3	MLK 21 Jan	MLK 21 Jan
	23-Jan	Michel de Montaigne, "On Experience" (1595)
	25-Jan	Michel de Montaigne, "On Experience" (1595)
WK 4	28-Jan	Galileo: "Letter to the Grand Duchess Christina" (1615)
	30-Jan	Galileo: "Letter to the Grand Duchess Christina" (1615)
	1-Feb	Galileo: "Letter to the Grand Duchess Christina" (1615)
WK 5	4-Feb	Descartes: <u>Discourse on Method</u> (1637)
	6-Feb	Descartes: <u>Discourse on Method</u> (1637)
	8-Feb	Descartes: <u>Discourse on Method</u> (1637)
WK 6	11-Feb	Descartes: <u>Discourse on Method</u> (1637)
	13-Feb	Descartes: <u>Discourse on Method</u> (1637)
	15-Feb	Descartes: <u>Discourse on Method</u> (1637)
		FIRST PAPER DUE
WK 7	18-Feb	Pascal: <u>Thoughts</u> (1669)
	20-Feb	Pascal: <u>Thoughts</u> (1669)
	22-Feb	Pascal: <u>Thoughts</u> (1669)
WK 8	25-Feb	Voltaire: <u>Candide</u> (1759)
	27-Feb	Voltaire: <u>Candide</u> (1759)
	1-Mar	Voltaire: <u>Candide</u> (1759)
WK 9	4-Mar	Voltaire: <u>Candide</u> (1759)
	6-Mar	Voltaire: <u>Candide</u> (1759)
	8-Mar	Voltaire: <u>Candide</u> (1759)
	BREAK	SPRING BREAK
WK 10	18-Mar	Goethe, <u>Faust</u> (1828)
	20-Mar	Goethe, <u>Faust</u> (1828)
	22-Mar	Goethe, <u>Faust</u> (1828)
		Second Paper Due
WK 11	25-Mar	Flaubert, <u>Madame Bovary</u> , (1857)
	27-Mar	Flaubert, <u>Madame Bovary</u> , (1857)

	29-Mar	Flaubert, <u>Madame Bovary</u> , (1857)
WK 12	1-Apr	Flaubert, <u>Madame Bovary</u> , (1857)
	3-Apr	Flaubert, <u>Madame Bovary</u> , (1857)
	5-Apr	Flaubert, <u>Madame Bovary</u> , (1857)
WK 13	8-Apr	Dostoevsky, <u>Crime and Punishment</u> (1866)
	10-Apr	Dostoevsky, <u>Crime and Punishment</u> (1866)
	12-Apr	Dostoevsky, <u>Crime and Punishment</u> (1866)
WK 14	15-Apr	Dostoevsky, <u>Crime and Punishment</u> (1866)
	17-Apr	Dostoevsky, <u>Crime and Punishment</u> (1866)
	19-Apr	Dostoevsky, <u>Crime and Punishment</u> (1866)
WK 15	22-Apr	TBA
	24-Apr	TBA
	26-Apr	Graduate Student Presentations
		<i>Final Research Paper Due on Date/Time of Final Exam</i>