

RECEIVED

OCT 21 2014

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

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

Date Submitted: 10/16/2014

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 697

2c. Full Title: Advanced Topics in Comparative Literary Studies (subtitle required)

2d. Transcript Title: Topics in Comp.Lit Studies

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: 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. Students will do research in the original language of their area of focus. This course will require advanced, in-depth theoretical and critical approaches to the material. May be repeated up to six credits with different subtitles.

2k. Prerequisites, if any: Graduate standing and consent of instructor.

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?: 10

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?: No

If Yes, explain:

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: No

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 697 NEW College Review|20140404

SIGNATURE|ZNNIKO0|Roshan N Nikou|MCL 697 NEW Graduate Council Review|20140425

SIGNATURE|JEL224|Janie S Ellis|MCL 697 NEW Senate Council Review|20140506

SIGNATURE|ACSI222|Anna C Harmon|MCL 697 NEW Approval Returned to College|20141021

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	3379	MCL_memo-591-592-696-697-698.pdf
Delete	3883	MCL697DraftSyllabus10_16_14.docx

First 1 Last

Select saved project to retrieve...

Get New

(*denotes required fields)

1. General Information

- a. * Submitted by the College of: Submission Date: 10/16/2014
- b. * Department/Division:
- 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:
- 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"/> 3 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 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. Students will do research in the original language of their area of focus. This course will require advanced, in-depth theoretical and critical approaches to the material. May be repeated up to six credits with different subtitles.

k. Prerequisites, if any:

Graduate standing and consent of instructor.

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? 10

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:

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 requirement⁵ for ANY program? Yes No

If YES⁵, 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

- 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 697

Topics in Comparative Literary Studies

CONFLICTING READINGS: WHY, WHAT AND HOW

Instructor: Leon Sachs (instructor)
Office Address: Patterson Office Tower 1033
Email: leon.sachs@uky.edu
Office Phone: 257-1896
Office Hours: TBA

Course Description:

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.

In this particular version of the course (subtitled: *Conflicting Readings: Why, What and How*), we will approach the topic of literary studies through three different lines of inquiry which we might call the *why*, the *what*, and the *how* of reading literature. In the first section ("Why We Read") we will examine competing views regarding the function of literary studies and the role of the humanities in the modern university. We will compare traditional with more progressive justifications of the study of literature and consider the way the rise of "cultural studies" constitutes a challenge to the very notion of literature. In the second part of the course ("What We Read"), students will study the (often heated) debates surrounding the formation of the literary canon (i.e., what gets read and what gets left out of the literature curriculum) and consider the political and ideological stakes inherent in different views of canonicity. The third part of the course ("How We Read") examines the act of literary interpretation from a variety of perspectives. Students will consider controversies surrounding the location and production of meaning: Does meaning reside in the author, the reader, the text or some combination thereof? To what extent is there such thing as a "universal" reader? Or is all literary reading necessarily a subjective experience? Should readers of literature seek primarily aesthetic truths or moral guidance?

All of the units of the course will be set up so as to present opposing viewpoints on these longstanding and often highly contentious issues.

MCL students will be expected to conduct research in the target language. May be repeated up to six credits with different subtitles.

Student Learning Outcomes:

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

1. Identify and explain different positions regarding the function of literary studies and the humanities in the modern university
2. Describe the debates and controversies surrounding the topic of canon formation
3. Analyze the strengths and weaknesses of different positions in recent debates regarding the function of literary studies in the university.
4. Recognize how literary interpretation and the search for meaning in literary texts is fraught with political and ideological concerns.

Required Materials:

Most of the readings will be taken from the following required text: David H. Richter and Gerald Graff. Falling Into Theory: Conflicting Views On Reading Literature. 2nd ed. Boston: Bedford/St. Martin's, 2000. Readings not appearing in this text will be provided by the instructor.

Course Assignments

Regular reading assignments and participation in online discussion

2 short (3-5 pages) analytical papers on some aspect of the debates studied in the class

1 class presentation regarding the question of literary studies and literary education

1 final research paper (12-15 pages) presenting the salient feature of literary studies in the student's area of language and cultural concentration

Description of Course Activities and Assignments

Short Papers. These exercises give students the opportunity to assess the strengths and weaknesses of different positions represented in the readings. Students will also be expected to take and defend their position with respect to the chosen topic of debate.

In-Class Presentation. This exercise is designed to help students focus their research with an eye toward completion of the final paper. Students will briefly present the ways in which aspects of the debates encountered in this class manifest themselves in the particular language community and culture that constitutes the students' area of concentration. In many cases, students may choose to examine a literary studies topic not specifically addressed in class but that manifests itself in the students' area of specialization.

Final Paper. In this final research paper, each student will explore in depth how one of the topics of debate encountered in the class manifests itself in the particular language community and culture that constitutes the student's area of concentration. Students may choose to research a literary studies topic not specifically addressed in class but that manifests itself in the student's area of specialization.

Grade Distribution.

Participation (attendance, class and online discussion, daily preparedness, occasional quizzes): 15 %

Short Essays: 50 % (25 % each)

In-class Presentation: 10 %

Final Research Paper: 25 %

Grade Scale:

90-100% A

89-80% B

79-70% C

69 or below E

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. **No credit will be given for work submitted late in the case of an unexcused 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."

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.

Course Schedule

A linear listing of topics, assignment due dates, and examination dates.

Week 1	Introduction: What is Literature? <u>Reading:</u> Terry Eagleton. "What is Literature?" in <i>Literary Theory, An Introduction</i> Tzvetan Todorov. "The Notion of Literature"
	I. WHY WE READ
Week 2	Loving and Hating Literature <u>Reading:</u> Helen Vendler. "What we have loved others will love" Gerald Graff. "Disliking Books at an early age"
Week 3	Conservative versus Liberal <u>Reading:</u> Dinesh D'Souza. excerpts from <i>Illiberal Education</i> Paulo Freire. "The Banking Concept of Education" Gertrude Himmelfarb. "The New Advocacy and the Old"
Week 4	Disciplinarity <u>Reading:</u> Simon Durning. "Teaching Culture" Louis Menand. "The Demise of Disciplinary Authority"

	II. WHAT WE READ
Week 5	<p>What is a classic? <u>Reading:</u> Charles Sainte-Beuve. "What is a Classic" Matthew Arnold. "The Study of Poetry" Herrnstein Smith. "Contingencies of Value" Response to Herrnstein Smith: Charles Altieri. "An Idea and Ideal of Literary Canon"</p>
Week 6	<p>Challenging the Canon <u>Reading:</u> Lillian Robinson. "Treason Our Text" Deleuze and Guattari. "What is a Minor Literature?" Edward Said. "The Politics of Knowledge"</p>
Week 7	<p>What We Read: High and Low Culture <u>Reading:</u> Janice Radway. "A Feeling for Books" Alan Purves. "Telling our Story about Teaching Literature"</p>
Week 8	<p>What We Read: Canon, Class and Curriculum <u>Reading:</u> John Guillory. "The Canon as Cultural Capital" Harold Bloom. "Elegiac Conclusion"</p>
	III. HOW WE READ
Week 9	<p>The Death of the Author <u>Reading:</u> Roland Barthes. "The Death of the Author" Stanley Fish. "How to Recognize a Poem When You See One"</p>
Week 10	<p>Objections to the Death of the Author <u>Reading:</u> Reed Way Dasenbrock. "Do We Write the Text We Read?" ED Hirsch. "Faulty Perspectives"</p>
Week 11	<p>Feminist Perspectives <u>Reading:</u> Sandra Gilbert and Susan Gubar. "The Female Swerve" Toril Moi. from <i>Sexual/Textual Politics</i> Annette Kolodny. "Dancing Through the Minefield"</p>

Week 12	Race and Ethnicity <u>Reading:</u> Chinua Achebe. "An Image of Africa" Wilson Harris. "The Frontier on Which <u>Heart of Darkness</u> Stands" Gayatri Spivak. "Imperialism and Sexual Difference"
Week 13	The Ethics of Reading <u>Reading:</u> Wayne Booth. "Who is Responsible in Ethical Criticism, and for What?" Martha Nussbaum. "The Literary Imagination"
Week 14	Reclaiming the Aesthetic <u>Reading:</u> George Levine. "Reclaiming the Aesthetic" Michael Bérubé. "Aesthetics and the Literal Imagination"
Week 15	Individual Presentations
Finals Week	Final Papers Due

14 years into the merger of our department and the expansion of world language offerings, we find we need a battery of courses available on topics of interest to all of our language areas. These may be team taught or stand alone. These multidisciplinary courses will be available as electives to not only our graduate students in Classics, French, German, MATESL and MATWL, but also in other departments, particularly Linguistics. Advanced undergraduates all MCL languages will also be allowed to take the 500 level courses, which will enrich their academic experience. These courses allow us to take full advantage of faculty expertise from all our language areas.