

# A History of Europe through the Mid-17th Century

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Spring 2026  
HIS 104, Sections 001-010  
Lectures: MW 12:00-12:50  
Recitations: Various Times

Office Hours: M 3:15-4:00 PM, WF 9:30-10:45 AM, or by appointment

\*\*\*Beyond official office hours, Dr. Myrup is available at numerous other times and is happy to set up individual appointments to meet with students. He often gets behind on e-mail, and students are welcome to simply call him at his office or home to ask questions or to set up an appointment.\*\*\*

## Introduction

This course traces the history of Europe from its foundations in ancient Greece and Rome through the Middle Ages as barbarian kings rise and fall and crusading knights battle for religious supremacy, to the Early Modern Era when reformers burn with holy zeal and European explorers circumnavigate the globe. Romans, Saxons, Angles and Franks; Caesar, Charlemagne, Philip II, and Henry VIII; Queen Bess, Helen of Troy, Héloïse, and Andromache—they're all included along with two dozen other villains and heroes for your historical enjoyment. Western civilization like you've never known before and taught in a way that will make you smile. (Monty Python anyone?)

## Course Mechanics

This course is taught through a combination of large lectures and smaller recitations. The large lectures are taught by Dr. Myrup on MW 12:00-12:50 in Worsham Theater in the Gatton Student Center. Beyond the bi-weekly lectures, each section of the course is assigned a recitation where students meet weekly with Dr. Myrup or one of his teaching assistants (TA's) in smaller groups. The recitations provide a hands-on learning environment where we can discuss course content in a much smaller setting, including course readings, lecture material, exams, papers, and so forth. *Attendance is mandatory for both lectures and recitation, and there will be a quiz at the beginning of each recitation that assesses students' weekly lecture attendance and their completion of the assigned readings.*

## Recitation Leaders

**Dr. Erik Myrup**  
Section 001  
E-mail: [erik.myrup@uky.edu](mailto:erik.myrup@uky.edu)  
Office Hours: M 3:00-4:15, WF 9:30-10:45, or by appointment (Patterson Office Tower: Rm 1735)

**Ms. Alexandria Williams**  
Sections 003, 009, and 010  
E-mail: [alexandria.williams@uky.edu](mailto:alexandria.williams@uky.edu)  
Office Hours: TW 9:00-11:00, or by appointment (Patterson Office Tower: Rm 1702)

**Ms. Ally Powers**  
Sections 002, 006, and 008  
E-mail: [ally.powers@uky.edu](mailto:ally.powers@uky.edu)  
Office Hours: T 12:00-3:00, or by appointment (Patterson Office Tower: Rm 1706)

**Mr. Micah Lynn**  
Section 004, 005, 007  
E-mail: [micah.lynn@uky.edu](mailto:micah.lynn@uky.edu)  
Office Hours: M 3:00-4:00, W 3:00-5:00, or by appointment (Patterson Office Tower: Rm 1722)

## **Course Requirements**

The class itself is composed of lectures, readings, discussions, written work, quizzes, and two examinations. All are integral parts of the course and are required for its successful completion. The course is divided into three broad sections that deal with particular periods and themes of Western civilization. Each week's lectures are accompanied by a set of readings that will be discussed by students at greater length in recitation. *Please note that all requirements must be completed to successfully pass the course.*

Final course grades will be based upon each of these elements as follows: attendance, quizzes, and engagement (30%); 1 creative paper, 6 pages, approximately 1800 words (25%); 1 midterm exam (15%); 1 final exam (30%).

### ***Attendance, Quizzes, and Engagement (30%)***

This portion of the course primarily reflects the weekly recitations, including attendance (10%), quizzes (10%), and engagement (10%). A series of readings are assigned for each week's recitation, and students are expected to come to recitation having completed the assigned readings. The weekly readings are a fundamental part of the course and include not only academic articles, but also documents, letters, travel accounts, and fiction. Participation in weekly reading discussions is a mandatory part of recitation, providing students with the opportunity to be exposed to differing arguments and points of view as well as to ask questions and to share their own ideas in preparation for exams. *Your performance on examinations, quizzes, and in-class discussions will depend in large part on whether you have completed the assigned readings.* In addition to participating in verbal discussion and debate, students will be required to complete weekly recitation quizzes that assess their understanding of course readings and lectures. As a final note, attendance will be taken during all recitation sections and failure to attend class will significantly lower this portion of your grade.

### ***Creative Paper (25%)***

Writing is perhaps the most important aspect of any liberal arts education. Creative, analytical, and communicative, it is an art and skill that students will use for the rest of their lives. The creative paper should demonstrate research and interpretive skills and will also require students to engage with course material in a creative and thought-provoking manner. All references should be cited with footnotes, and there should be a bibliography at the end of the paper. We will discuss the paper at greater length in class. For now, students should know that they will be free to be creative and innovative. History is not only about facts, figures, and evidence; it also involves character development, plotting, climax, and resolution.

### ***Examinations (45% total)***

All students must complete two closed-book examinations: an initial midterm exam (15%) and a comprehensive final exam (30%). The midterm exam will cover material from Part I of the course, and the final exam will cover material from Parts I, II, and III. Both exams will be essay based and include identifications designed to assess students' command of course material from individual lectures and readings, and essay questions that require students to draw upon evidence from multiple lectures and readings to make arguments that support or disagree with particular viewpoints.

## **Course Readings**

All course readings will be available in an electronic reader that students can download from the course website (see below).

Any students who have vision, hearing, or other disabilities that necessitate the use of auxiliary aids to access and interact with digital content should contact Dr. Myrup directly about accessing an accommodated version of the electronic reader.

## **Supplementary Textbooks**

We will not be using a formal textbook. For students who would find it helpful to be able to draw upon a supplementary textbook as they prepare for exams, there are numerous possibilities. Among others, Dr. Myrup recommends Kishlanksy, Geary, and O'Brien, *Civilization in the West*: volume 1 to 1715 (any edition); and Kagan, Ozment, Turner, and Frank, *Western Heritage*: volume 1 to 1740 (any edition). (Dr. Myrup's main suggestion would be to purchase an older edition, as these can often be found for less than \$5 . . . rather than spending \$100 plus for the most recent edition.) Additionally, students can explore electronic textbook resources available through the Open Textbook Library, which can be accessed here: <https://open.umn.edu/opentextbooks>.

## **Communication and Course Management**

Dr. Myrup and his teaching assistants will use various electronic platforms to conduct the course and to communicate with students, including E-mail and Telephone, Canvas, and a Course Webpage.

### *E-mail and Telephone*

Dr. Myrup will use an e-mail listserv to make blanket announcements to the class (HIS104-ALL-L@lsv.uky.edu). Additionally, he will use e-mail and old-fashioned telephone calls to communicate with students on an individual basis. In turn, students are welcome to reach out to Dr. Myrup via both e-mail and telephone.

### *Canvas*

Canvas primarily will be used for students to receive their graded quiz, paper, and exam scores. Additionally, all students will turn in the creative paper on Canvas, and the teaching assistants will use Canvas to communicate with students in their recitation sections. To access Canvas, students can go to <https://www.uky.edu/canvas/>.

### *Course Webpage*

A simple course web page will be used as the primary location for students to access course assignments, readings, supplementary material, etc. Here is the link:

<http://web.as.uky.edu/history/faculty/myrup/his104/>

### **Policy on Course Engagement and Attendance**

Students are expected to come to class prepared and to pay attention and to be engaged. Electronic devices are learning tools and may be used to take notes, to engage with class discussions, and so forth. During class time, they are not to be used for texting, web surfing, etc. If your use of electronic media becomes a distraction to you or to those around you, you will be asked to leave and will lose the privilege of using such tools in class.

This is an “in-person” course and registered students are expected to attend. (Please note that the lectures and discussions will not be broadcast or recorded.) This being said, if you are not feeling well, please DO NOT come to class. Please keep your recitation leader updated so that they can help you stay caught up in the course and arrange for make-up work as necessary.

### **Policy on Academic Misconduct (including Plagiarism and Generative AI)**

A major focus of this course is to develop skills and foster creativity in writing, argumentation, and critical thinking. Accordingly, students must complete all assignments on their own. When completing assignments, students may not copy from any printed material or online sites (e.g., Course Hero, Chegg, Wikipedia, etc.), nor may students otherwise plagiarize someone else’s work and turn it in as their own. Beyond plagiarism, students may not use generative AI technologies for any stage of any writing assignment (e.g., ChatGPT or other GenAI software). It is expected that all work submitted for the course—including papers, quizzes, essay exams, and any other submissions—will be generated entirely by the student submitting the assignment. For the purposes of this course, **PLAGIARISM AS WELL AS THE USE OF GENERATIVE AI TECHNOLOGIES FOR ANY WRITING ASSIGNMENT WILL BE CONSIDERED ACADEMIC MISCONDUCT AND WILL RESULT IN AN “E” IN THE CLASS.** If you have questions about this policy, please contact Dr. Myrup.

## Course Schedule

### I. Greeks, Romans, and Others: Cross-Cultural Encounters in the Ancient World

Week #1	01/12	Course Syllabus and Mechanics
	01/14	Mesopotamia and the Birth of Civilization
Recitation		Ancient versus Modern Worlds and the Art of Taking Notes Plato, <i>The Dialogues of Plato</i> , 5 vols., trans. Benjamin. Jowett (London and New York: Oxford University Press, 1892), 1: 484-489.
Week #2	01/19	NO CLASS (Martin Luther King Day)
	01/21	The Rise of Greek Civilization
Recitation		The Past as a Foreign Country: Making Sense of Homer's <i>Iliad</i> Homer, <i>The Iliad of Homer</i> , trans. Richmond Lattimore (Chicago: University of Chicago Press, 1962), 153-167, 435-449. Arthur C. Clarke, "History Lesson," <i>Startling Stories</i> 19 (May 1949): 137-141.
Week #3	01/26	Confederation and Conflict in Classical Greece
	01/28	Alexander the Great and the Expansion of a Hellenistic World
Recitation		Greek Philosophy: Socrates, Plato, and Aristotle Plato, <i>The Republic of Plato</i> , 3rd ed., trans. Benjamin. Jowett (Oxford: Clarendon Press, 1888), 140-179. Aristotle, <i>Aristotle's Politics</i> , trans. Benjamin. Jowett (Oxford: Clarendon Press, 1908), 25-53.
Week #4	02/02	Greek Civilization and Culture
	02/04	The Rise of Rome
Recitation		Cutting through the Fat: Blood Sacrifice and the Art of Reading History Gregory S. Aldrete, "Hammers, Axes, Bulls, and Blood: Some Practical Aspects of Roman Animal Sacrifice," <i>Journal of Roman Studies</i> 104 (2014): 28-50. Celia E. Schultz, "Roman Sacrifice, Inside and Out," <i>Journal of Roman Studies</i> 106 (2016): 58-76. Malcolm W. Browne, "Relics of Carthage Show Brutality Amid the Good Life," <i>New York Times</i> , 1 September 1987: C1, C3.

Week #5	02/09	Expansion and Change: Life in the Roman Republic
	02/11	Julius Caesar and the End of the Roman Republic
Recitation		<p>Everyday Life in Ancient Rome</p> <p>Ann Olga Koloski-Ostrow, “<i>ita pestilens est odore taeterrimo</i>’: Reading Roman Sanitation from the Sources,” <i>The Classical Outlook</i> 93 (2018): 53-61.</p> <p>Livy, <i>History of Rome</i>, vol. 3: <i>Books Twenty-Seven to Thirty-Six</i>, trans. Cyrus Edmonds (London: Henry G. Bohn, 1850), 1490-1500.</p> <p>“Sepulchral Inscriptions” and “The Humble Townspeople: From the Walls of Pompeii,” in <i>Roman Civilization</i>, vol. 2, edited by Naphtali Lewis and Meyer Reinhold (New York: Columbia University Press, 1955), 2: 282-286, 358-360.</p>
Week #6	02/16	Caesar Augustus and the Rise of the Roman Empire
	02/18	The Fall of Rome and the Triumph of Christianity
Recitation		<p>“And Now I Lay Me Down to Rest”: Perspectives on Christian Martyrdom</p> <p>Justin Martyr, “The First Apology,” in <i>Ante-Nicene Christian Library: Translations of the Writings of the Fathers down to A.D. 325</i>, vol. 2: <i>Justin Martyr and Athenagoras</i>, edited by Alexander Roberts and James Donaldson (Edinburgh: T. and T. Clark, 1867), 7-17.</p> <p>Pliny, “Letter to Trajan” in <i>Pliny’s Letters</i>, edited by Alfred Church and W.J. Brodribb (Edinburgh and London: William Blackwood and Sons, New York: John B. Alden Publisher, 1872), 152-155.</p> <p>“The Passion of the Holy Martyrs Perpetua and Felicitas,” in <i>Ante-Nicene Fathers</i>, vol. 3: <i>Latin Christianity: Its Founder, Tertullian</i>, eds. Alexander Roberts, James Donaldson, and A. Cleveland Cox (New York: Charles Scribner &amp; Sons, 1903), 699-706.</p>
Week #7	02/23	Midterm Review
	02/25	Midterm Exam
Recitation		NO RECITATION
Week #8	03/02	Cogwheels and Cosmographies: The Wonders of the Ancient World
	03/04	Remnants of the Ancient World in Modern Times
Recitation		<p>Greco-Roman Legacies: Critical Thinking and the Art of Taking an Exam</p> <p>Alexander Calandra, “Angels on a Pin,” <i>ETC: A Review of General Semantics</i> 32 (September 1975): 257-258.</p> <p>Richard P. Feynman, “<i>Surely You’re Joking, Mr. Feynman!</i>”: <i>Adventures of a Curious Character</i>, edited by Ralph Leighton and Edward Hutchings (New York and London: W.W. Norton &amp; Company, 1985), 199-219.</p>

## II. The Holy and the Profane: The West in Medieval Times

Week #9	03/09	Roman Legacies in the East: A Byzantine World
	03/11	Roman Legacies in the West: The Christian Church
Recitation		Creative Approaches to the “Dark Ages”: From Hari Seldon to Brother Francis Gerard of Utah Isaac Asimov, “Foundation,” <i>Astounding Science-Fiction</i> 24 (May 1942): 38-53. Walter M. Miller, Jr., “A Canticle for Leibowitz,” <i>Magazine of Fantasy and Science Fiction</i> 8 (April 1955): 93-111.
SPRING BREAK		NO LECTURES OR RECITATION (03/16 - 03/20)
Week #10	03/23	The Rise of the Franks: Charlemagne and the Carolingians
	03/25	Conflicts and Conspiracies: Secular and Religious Authority in the High Middle Ages
Recitation		The Investiture Controversy: The Letters of Pope Gregory VII and King Henry IV “Decree of 1059 Concerning Papal Elections” and “Documents Relating to the War of the Investitures,” in <i>Select Historical Documents of the Middle Ages</i> , ed. in Ernest F. Henderson (London: George Bell and Sons, 1905), 351-357, 361-409.
Week #11	03/30	Life and Death in a Time of Plague
	04/01	Women, Men, and Family in a Medieval World
Recitation		To Live and to Lose in Medieval Times “The Arrival of the Plague,” “The Plague in Florence,” “Ordinances Against the Spread of the Plague, Pistoia, 1348,” “The Persecution of Jews,” “Measures Taken Against the Jews in Lausanne,” “Examination of the Jews Captured in Savoy,” “Letter from Cologne to Strassburg,” and “Mandate of Clement VI Concerning the Jews,” in <i>The Black Death</i> , ed. Rosemary Horrox (Manchester and New York: Manchester University Press, 1994), 14-34, 194-203, 208-222. Israel Gollancz, ed., <i>The Love Letters of Abelard and Heloise</i> (London: J.M. Dent and Company, 1908), 21-95.
Week #12	04/06	Normans Abroad and Franks at Home: Medieval England and France
	04/08	Royal Challenges to Papal Authority
Recitation		Discussion: From <i>Henry V</i> to <i>Spamalot</i> : Creative Approaches to the Medieval Era No Readings

**Creative Paper Due: Friday, April 10 (submit via Canvas)**

### III. Discovery and Expansion: Europe during the 15th and 16th Centuries

- Week #13 04/13 Strange Bedfellows: The Protestant Reformations
- 04/15 The Church Responds: The Catholic Reformation and Counter-Reformation
- Recitation Reformation and Counter-Reformation: Martin Luther and John Gerard  
Martin Luther, "Against Catholicism," in *The Library of Original Sources*, 10 vols., edited by Oliver J. Thatcher (Milwaukee: University Research Extension Co., 1907-1915), 5: 111, 119-127.  
John Gerard, *John Gerard: The Autobiography of an Elizabethan*, trans. Philip Caraman (London: Longmans, Green, and Co., 1951), xxiv-18, 21-25, 27-30, 32-33, 37-38, 40-42, 48-49, 51, 54-75, 77-79, 92-94, 98-99, 102-120, 123-125, 127-139, 164-167, 169-171, 197-201, 203-207.
- Week #14 04/20 The Renaissance in Italy and Beyond
- 04/22 When Worlds Collide: The Life and Times of Bartolomé de las Casas
- Recitation Discovering New Worlds  
Johannes Kepler, "On the Principles of Astronomy," in *The Library of Original Sources*, 10 vols., edited by Oliver J. Thatcher (Milwaukee: University Research Extension Co., 1907-1915), 5: 308-315.  
Bartolomé de las Casas, *An Account, Much Abbreviated, of the Destruction of the Indies*, trans. Andrew Hurley (Indianapolis: Hackett Publishing Company, 2003), 1-21, 86-88.
- Week #15 04/27 Western Civilization on the Eve of the 17th Century, Part I
- 04/29 Western Civilization on the Eve of the 17th Century, Part II
- Recitation NO RECITATION (READING DAY)

**Optional Evening Review Session: Week of April 27-May 1 (date, time, and location TBD)**

**Final Exam: Monday, May 4, 1:00-3:00 PM**

## **Appendix: University Policies and Other Bureaucratic Minutiae**

### **Course Copyright**

All original instructor-provided content for this course, which may include handouts, assignments, lectures, and videos is the intellectual property of the instructor. Students enrolled in the course this academic term may use the original instructor-provided content for their learning and completion of course requirements this term, but such content must not be reproduced or sold. Students enrolled in the course this academic term are hereby granted permission to use original instructor-provided content for reasonable educational and professional purposes extending beyond this course and term, such as studying for a comprehensive or qualifying examination in a degree program, preparing for a professional or certification examination, and so forth; other uses of original instructor-provided content require written permission from the instructor in advance.

### **Grading Scale**

Grades for individual assignments and for the course as a whole will be based on a letter scale with the following numerical equivalents: A (Excellent: 90-100%), B (Good: 80-89%), C (Satisfactory: 70-79%), D (Passing: 60-69%), and E (Fail: 59% and below).

### **Student Learning Outcomes: History**

Although focusing primarily on the history of western civilization from antiquity to the eve of the 17th century, this course explores questions which have broader relevance to the modern world. In addition to mastering course content—the who, what when, where, and why of course lectures and readings—students will cultivate creative and analytical skills that are an implicit part of a university education. In this regard, upon completing the course, students will be able to do the following:

- identify, evaluate, and clearly present varied source evidence in support of an argument
- set out their findings in conformity with accepted conventions in a clear and concise manner
- formulate creative and imaginative approaches to historical questions that exceed the scope of a typical academic paper
- understand and appreciate foreign cultural practices, beliefs, and social systems

### **Student Learning Outcomes: UK Core-Inquiry in the Humanities**

This course satisfies UK Core for Inquiry in the Humanities.

The Humanities are united in their reflection upon the human condition as embodied in works of art and literature (including folklore, popular culture, film and digital media), philosophical and religious contemplation and argumentation, language systems, and historical narratives and the activities and events they relate. The principal activities of humanists and, therefore, the principal skills to be inculcated in students relate to *interpretation* and *analysis*, and the *evaluation* of competing interpretations of the same or similar texts and phenomena. In a course fulfilling the Humanities Gen Ed requirement students should learn to interpret, evaluate and analyze such creations of the human intellect.

Students will demonstrate the ability to construct their own artistic, literary, philosophical, religious, linguistic, and historical interpretations according to the standards of the discipline. It is hoped that students learn to recognize (a) the validity of different points of view – whether these points of view devolve from differences of class, race, gender, nationality or even historical period – and (b) a degree of tolerance and mistrust of dogmatism. Further it is hoped

that students will be able to recognize some aspects of human life that might be considered eternal and constant and distinguish these aspects from those which are contingent products of history and culture.

Upon completing this UK Core course for Inquiry in the Humanities, students will be able to:

- Demonstrate the ability to present and critically evaluate competing interpretations through analysis and argumentation in writing and orally.
- Demonstrate the ability to distinguish different artistic, literary, philosophical, religious, linguistic, and historical schools and periods according to the varying approaches and viewpoints characterized therein.
- Demonstrate the ability to identify the values and presuppositions that underlie the world-views of different cultures and different peoples over time as well as one's own culture. Students will therefore analyze and interpret at least one of the following: works of art, literature, folklore, film, philosophy and religion, language systems or historical narratives (or the primary sources of historical research).
- Demonstrate disciplinary literacy (vocabulary, concepts, methodology) in written work, oral presentations and in classroom discussions.
- Demonstrate the ability to conduct a sustained piece of analysis of some work of art, literature, folklore (or popular culture), film (or other digital media), philosophy, religion, language system, or historical event or existing historical narrative that makes use of logical argument, coherent theses, and evidence of that discipline, with use of library sources when applicable. The student's analysis should demonstrate appropriate information literacy in a particular discipline of the humanities, which, depending on the nature of the assignment might include, for example: posing questions that shape an inquiry and identify sources necessary for this purpose, getting and checking facts, getting overviews, opposing views, background information, context, recognizing and finding primary sources and distinguish primary from secondary sources, identifying scholarly publications (monographs, articles, essays) locating them (library stacks, Internet, other libraries), citing them (MLA, Chicago styles), assessing the value of sources.

### **Student Learning Outcomes: UK Core-Global Dynamics**

This course satisfies UK Core for Global Dynamics.

Courses satisfying this requirement will focus attention on the student's civic role and place in the world and the dynamic interaction between locale (place and people) and global processes (international and transnational). In order for UK students to be prepared for careers in a globalized world, they must understand and appreciate global cultural diversity and the impacts of globalization processes. This new knowledge and attitude will also lead to the student's heightened awareness of her/his own culture and society.

Issues like, but not limited to, environmental concerns (e.g., climate change, soil depletion, transboundary pollution), the built environment (e.g., architecture, urban planning, sustainable design), public health (e.g., sanitation, local-global disease transfer, nuclear and coal-fired energy risks), political and socio-economic structures and policies (e.g., social and political processes; diverse public policies; and social and governmental regulations) and the interaction of world cultures (including music, art, religions, literature and folklore) are among the topics that may be explored in the many possible courses fulfilling this part of the general education curricular framework.

Upon completing this UK Core course for Global Dynamics, students will be able to:

- Demonstrate a grasp of the origins and shaping influence of human diversity and issues of equality in this world.
- Demonstrate an understanding of the civic, and other, complexities and responsibilities of actively participating in a diverse, multiethnic, multilingual world community.
- Demonstrate an awareness of how individual and collective decision making and civic responsibilities often generate ethical dilemmas, conflicts, and trade-offs that must be thoughtfully evaluated, weighed, and resolved.
- Demonstrate an awareness of major elements of at least one non-US culture or society, and its relationship to the 21st century context. However, this does not preclude a studied examination of the historical evolution of such issues, or an emphasis upon one prominent time period.
- Demonstrate an understanding of how local features (economic, cultural, social, political and religious) of urban or rural communities, ethnicities, nations and regions are often linked to global trends, tendencies, and characteristics that often mutually shape one another.
- Demonstrate an understanding of at least two of the following, as they pertain to the subject matter of the course: a) Societal, cultural, and institutional change over time; b) Civic engagement; c) Cross-national and/or comparative issues; d) Power and resistance.

### **Accommodations Due to Disability**

In accordance with federal law, if you have a documented disability that requires academic accommodations, please inform your instructor as soon as possible during scheduled office hours. In order to receive accommodations in a course, you must provide your instructor with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754, via email ([drc@uky.edu](mailto:drc@uky.edu)) or visit their website (<https://studentsuccess.uky.edu/disability-resource-center>). DRC accommodations are not retroactive and should therefore be established with the DRC as early in the semester as is feasible.

### **Excused Absences and Acceptable Excuses | AR-ASA 5.2.5.2 and 5.2.5.2.1**

The following are defined as excused absences:

*Significant illness of the student or serious illness of a member of the student's household (permanent or campus) or immediate family*

This includes excusing a student from required interactions if the student has been directed to quarantine by the University, a medical professional, public health professional or government official. The Instructor of Record shall have the right to request appropriate verification.

The term “significant illness” includes mental as well as physical illness. Instructors must apply the same standard of verification for both types of illness. For example, if a note from University Health Services verifying a "significant" illness is accepted, then a similar note from the UK Counseling Center, TRACS (Triage, Referral, Assistance and Crisis Support) or the VIP Center must also be accepted as valid verification. For example, if a note from University Health Services that the illness of the student is “significant” is acceptable verification, then a note from the UK Counseling Center, TRACS or the Violence Intervention and Prevention (VIP) Center that the illness of the student is “significant” shall likewise be considered to be acceptable verification.

*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, immediate family is defined as spouse, child, parent (guardian), sibling (all of the previous include steps, halves and in-laws of the same relationship) and grandchild or grandparent.

*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 and 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 (1) week after the absence. Instructors of Record may request formal notification from appropriate University personnel to document the student's participation in such trips.

*Major Religious Holidays*

Students are responsible for notifying the Instructor of Record in writing of anticipated absences due to their observance of such holidays. Faculty shall give students the opportunity to make up work (e.g., exams or assignments) when students notify them that religious observances prevent the students from doing their work at its scheduled time. Faculty should indicate in their syllabus how much advance notice they require from a student requesting an accommodation. The Office for Student Success and the Academic Ombud are available for consultation.

*Interviews for full-time job opportunities after graduation and interviews for graduate or professional school*

The student must notify the Instructor of Record prior to the occurrence of such absences. Instructors of Record have the right to request appropriate verification. "Appropriate verification" may include evidence that the student had little or no control over the date and time of the interview and that the student is not able to reschedule the interview to a nonconflicting time reasonably close to the originally scheduled time.

Programs with learning activities mandated by accreditation or licensure agencies may establish, as a matter of policy, educational consequences for students who have so many excused absences that they cannot complete the mandated learning activities

The published program policies and individual course syllabi must describe these consequences, which may include the student being moved to a different graduation cohort.

Any other circumstances which the Instructor of Record finds reasonable cause for absence.

When there is an unscheduled closing, all in-person activities during the closure time are cancelled. Asynchronous activities may be held; asynchronous activities may replace a scheduled synchronous activity if they can be completed in the same amount of time. Synchronous activities may be held only within the scheduled time slot and only if the instructor also provides an asynchronous option that can be completed in the same amount of time. Asynchronous activities may be attended or performed at a time of the student's choosing, subject to reasonable constraints.

*Religious Observances.*

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. Senate

Rules requires faculty to include any notification requirements within the syllabus. If no requirement is specified, two weeks prior to the absence is reasonable and should not be given any later. Information regarding major religious holidays may be obtained through the Academic Ombud's website or calling 859-257-3737.

### *Verification of Absences*

Students may be asked to verify their absences in order for them to be considered excused.

Administrative Regulation — Academic and Student Affairs states that faculty have the right to request appropriate verification when students claim an excused absence due to: significant illness; death in the household, trips for classes, trips sponsored by an educational unit and trips for participation related to intercollegiate athletic events; and interviews for full-time job opportunities after graduation and interviews for graduate and professional school. (Appropriate notification of absences due to university-related trips is required prior to the absence when feasible and in no case more than one week after the absence.)

### **Making Up Graded Work | AR-ASA 5.2.5.2.2**

Except where prior notification is required in “Acceptable excuses”, students missing any graded work due to an excused absence bear the responsibility of informing the Instructor of Record about their excused absence within one (1) week following the period of the excused absence, and of making up the missed work. The Instructor of Record shall give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

The instructor shall provide the student with an opportunity to make up the graded work (e.g., quiz, exam, homework, etc.) and may not simply calculate the student's grade based on the other course requirements, unless the student agrees in writing.

For students who add a class after the first day of classes and miss graded work, the instructor shall provide the student with an opportunity to make up the graded work (quiz, exam, homework, etc.). The instructor may not simply calculate the student's grade based on the other course requirements unless the student agrees in writing.

### **Excused Absences for Military Duties | AR-ASA 5.2.5.2.3.2**

If a student is required to be absent due to military duties for one-fifth or less of the required course interactions (e.g., class meetings), the following procedure shall apply:

- Once a student is aware of a call to duty, the student shall provide a copy of the military orders to the Veterans Resource Center (VRC) within the Office for Student Success. The student shall also provide the VRC with a list of their courses and instructors.
- The VRC will verify the orders with the appropriate military authority and, on behalf of the military student, notify each Instructor of Record via Department Letterhead as to the known extent of the absence.
- The Instructor of Record shall not penalize the student's absence in any way. The instructor shall provide accommodations and time frames so the student can make up missed assignments, quizzes and tests in a mutually agreed upon manner.

### **Unexcused Absences | AR-ASA 5.2.5.2.3.3**

The Instructor of Record shall define any course policy relating to unexcused absences in the course syllabus. If a policy is not stated in the course syllabus or the policy does not allow for a penalty to the student, the Instructor of Record shall not penalize the student for any unexcused absences.

With respect to nonattendance for reason of an employment-related schedule conflict, a student who is a UK employee has the same standing as a student who is working for some other employer.

### **Prep Days and Reading Days | AR-ASA 5.2.5.6**

Prep Days and Reading Days are designed to help students prepare for their final examinations. Certain instructional activities are restricted on Prep Days, and additional restrictions apply to Reading Days. There shall be no required interactions on Reading Days.

This rule applies to ALL courses taught in both semesters, the Summer Session and the Winter Intersession, regardless of modality. In addition, if a course is taught in a format that has been compressed into less than one (1) semester, intersession or session, and the course overlaps with Prep Days or Reading Days as set in the regular Academic Calendar, then the course must abide by the restrictions on instructional activities that apply to those Prep and Reading Days with which it overlaps. This rule does not apply to courses in professional programs in colleges that have approval to follow a nonstandard calendar.

#### *Prep Days and Reading Days — Timing | AR-ASA 5.2.5.6.1*

For Fall Semester and Spring Semester, Prep Days are the last three (3) days of instruction (Monday, Tuesday and Wednesday) and before the start of the Final Examination Period. The third Prep Day (Wednesday) is when classes end.

For Summer Session and Winter Intersession, Prep Days are the last three (3) days of instruction before the Final Examination day as established in the Academic Calendar and posted by the Office of the University Registrar.

For Fall Semester and Spring Semester, Reading Days are the two days (Thursday and Friday) after the Prep Days before the start of the Final Examination Period.

There are no Reading Days during Summer Session or Winter Intersession.

#### *Prep Days and Reading Days — Examinations and Quizzes | AR-ASA 5.2.5.6.2*

Instructors must not schedule examinations or quizzes, including Final Examinations, on Prep Days or Reading Days, with the following exceptions:

- Instructors are permitted to schedule oral/listening examinations and lab practical exams on Prep Days during a semester, provided such examinations are scheduled in the syllabus and the course has no final examination (or assignment that acts as a Final Examination).
- Instructors are permitted to schedule make-up examinations or make-up quizzes anytime, including, if the affected students agree to it, on Reading Days. Instructors may distribute take-home examinations, but students shall not be required to return the completed examination before the regularly scheduled examination period for that course.

#### *Prep Days and Reading Days — Class Participation and Attendance Grades | AR-ASA 5.2.5.6.3*

Instructors are permitted to grade student participation and require attendance on Prep Days, but not on Reading Days.

#### *Prep Days and Reading Days — Homework | AR-ASA 5.2.5.6.4*

Instructors are permitted to collect regularly assigned homework for a grade on Prep Days, but not on Reading Days, provided the homework was scheduled in the syllabus. However,

instructors may collect make-up homework on Reading Days if the affected student agrees to it.

*Prep Days and Reading Days — Projects, Papers and Presentations | AR-ASA 5.2.5.6.5*

Instructors are permitted to collect projects, papers and presentations on Prep Days, but not on Reading Days, provided such assignments were scheduled in the syllabus and the course has no Final Examination (or assignment that acts as a Final Examination).

*Prep Days and Reading Days — Make-Up Assignments | AR-ASA 5.2.5.6.6*

Instructors are permitted to schedule make-up assignments that replace, substitute for or satisfy earlier required interactions anytime, including, if the affected students agree to it, on Reading Days.

*Prep Days and Reading Days — Review Sessions | AR-ASA 5.2.5.6.7*

Instructors are permitted to offer review sessions at any time on Prep Days or Reading Days as long as attendance is not required and the instructor does not discuss or provide new material.

**Homework During Finals Week | AR-ASA 5.2.5.7.2**

Instructors are not permitted to assign homework during Finals Week, nor are they permitted to make any homework assignments due during Finals Week. However, instructors may collect make-up homework after the last day of classes.

**Non-Discrimination Statement and Title IX Information**

In accordance with federal law, UK is committed to providing a safe learning, living, and working environment for all members of the University community. The University maintains a comprehensive program which protects all members from discrimination, harassment, and sexual misconduct. For complete information about UK's prohibition on discrimination and harassment on aspects such as race, color, ethnic origin, national origin, creed, religion, political belief, sex, and sexual orientation, see Administrative Regulation 6:1 ("Policy on Discrimination and Harassment") (<https://regs.uky.edu/administrative-regulation/ar-61>). In accordance with Title IX of the Education Amendments of 1972, the University prohibits discrimination and harassment on the basis of sex in academics, employment, and all of its programs and activities. Sexual misconduct is a form of sexual harassment in which one act is severe enough to create a hostile environment based on sex and is prohibited between members of the University community and shall not be tolerated. For more details, see Administrative Regulations 6:2 ("Policy and Procedures for Addressing and Resolving Allegations of Sexual Harassment Under Title IX and Other Forms of Sexual Misconduct") (<https://regs.uky.edu/administrative-regulation/ar-62>). Complaints regarding violations of University policies on discrimination, harassment, and sexual misconduct are handled by the Office of Institutional Equity and Equal Opportunity (Institutional Equity), which is located in 13 Main Building and can be reached by phone at (859) 257-8927. You can also visit Institutional Equity's website (<https://ieeo.uky.edu/>).

Faculty members are obligated to forward any report made by a student related to discrimination, harassment, and sexual misconduct to the Office of Institutional Equity. Students can confidentially report alleged incidences through the Violence Intervention and Prevention Center (<https://www.uky.edu/vipcenter/>), Counseling Center (<https://www.uky.edu/counselingcenter/>), or University Student Health Service (<https://ukhealthcare.uky.edu/university-health-service/student-health>).

Reports of discrimination, harassment, or sexual misconduct may be made via the Institutional Equity's website (<https://ieeo.uky.edu/contact-us>); at that site, click on "Make a Report" on the left-hand side of the page.

### **Regular and Substantive Interactions | AR-ASA 6.1.1**

Courses satisfy the requirement for regular and substantive interaction when course participants meet regularly, as prescribed in the Appendices, and the Instructor of Record substantively interacts with students in at least two (2) of the following ways: provides direct instruction, assesses students' learning, provides information or responds to students' questions and facilitates student discussions. Some exceptions are allowed as per SACSCOC.

### **Classroom Emergency Preparedness and Response**

Nothing is more important than the safety and well-being of our campus community. While the University of Kentucky Police Department continues to enhance campus safety measures, it is important to remember that everyone has a responsibility in keeping our community safe. To find more information visit [Emergency Response Guide | University of Kentucky Police Department](#).

### **Emergency Reporting & Action**

#### *Reporting*

If there is an emergency, DIAL 911. To report suspicious activity or non-emergency situations, call the UK Police Department at 859-257-8573 or #UKPD from any mobile phone. If an emergency occurs in a classroom or residence hall with a red emergency button, press to quickly notify UKPD. Emergency responders will immediately be dispatched to your location.

#### *Action*

During an emergency, you are responsible for your own safety. If an emergency occurs during class, your instructor will provide further direction based on university and department emergency plans.

#### *Warning Systems*

UK Alert - The university provides emergency notifications through UK Alert, which sends messages via email, text message, phone calls, building alarm systems, digital signage, social media and outdoor sirens. If you receive a UK Alert message during class, notify your instructor and classmates immediately. For more information, visit <https://police.uky.edu/get-notified/uk-alert>.

LiveSafe - The university provides additional emergency preparedness information and safety tools through LiveSafe, a free mobile app for iOS and Android. You can report suspicious activity, message with UK Police and virtually escort your friends through the SafeWalk tool. For more information, visit <https://police.uky.edu/safety/livesafe>.

Blue Emergency Towers - Blue Emergency Notification Towers are strategically placed at over 50 locations across campus to provide outdoor alert tones and broadcast emergency messages with loud speakers. Each tower also features an emergency push button speaker phone that reaches UKPD and a camera mounted above the tower. For more information, visit <https://police.uky.edu/safety/blue-emergency-towers>.

### *Medical Emergency*

If there is a medical emergency, dial 911 and do not act outside the scope of your medical training. After dialing 911, inform your instructor of the situation.

### *Evacuation*

It is required to evacuate for a fire alarm or when university officials order us to do so. Evacuation routes are marked with illuminated exit signs throughout the building. Avoid using elevators during any evacuation.

### *Emergency Sheltering*

**Storm Sheltering** - Report to the recommended shelter locations. Recommended shelter locations are marked throughout the building. If shelter locations are unavailable, protect yourself from lightning and flying debris by moving to an interior room or hallway on the building's lowest level. Avoid outside doors and windows and get under a sturdy table and use your arms to protect your head and neck.

**Shelter-in-Place** - If a shelter-in-place order is issued, you will learn about this through UK Alert, the university's emergency notification system. If you are inside, stay where you are unless the building you are in is affected. If the building is affected, and the fire alarm has been activated or directed by law enforcement, you should evacuate. If you are outdoors, proceed into the closest UK building or follow instructions from emergency personnel or alerts. It is ideal to shelter-in-place in an interior room with the fewest or no windows and no doors to the outside if possible. Shut all windows and close exterior doors. If a hazardous chemical release occurs outside the building, follow these same procedures.

### *Active Aggressor*

In a situation where an aggressor is trying to attack you or others, follow three steps:

1. Run - Attempt to get away from the attacker.
2. Hide - If you cannot run, barricade yourself in a safe place. Turn your phone to silent and dim your brightness. If possible, use the LiveSafe App to message UK Police and alert them to your location. If you don't have the app, dial 911. If you cannot speak, leave the line open and allow the dispatcher to listen.
3. Fight - If you cannot run or hide, do whatever you need to do to stop the attacker.

UK Police will communicate additional information through the UK Alert system during an active aggressor situation. Every UKY email automatically receives UK Alerts. You can also sign up in myUK to receive alerts via text and phone call.