

## Cover Sheet: Request 15288

### CLA 1XXX – Medicine, Science and the Dawn of Reason (Q1 Permanent)

#### Info

Process	Course New/Close/Modify Ugrad Gen Ed Quest Perm
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Konstantinos Kapparis kapparis@ufl.edu
Created	9/24/2020 5:12:00 PM
Updated	3/25/2021 12:27:05 PM
Description of request	Humanities, 2000 words

#### Actions

Step	Status	Group	User	Comment	Updated
Quest Director	Commented	PV - Quest Director	Andrew Wolpert	Please add the narrative letter (see required documents). This is a brief statement (200-350 words) in which you explain what changes you have made to the course as result of your experience offering it during the trial phase	9/24/2020
No document changes					
Quest Director	Approved	PV - Quest Director	Andrew Wolpert		10/1/2020
Changes from Quest trials.docx					
Department	Approved	CLAS - Classics 16140000	Mary Eaverly		9/25/2020 10/2/2020
No document changes					
College	Recycled	CLAS - College of Liberal Arts and Sciences	Joseph Spillane	The College Curriculum Committee recycles this request, with the following notes: <ul style="list-style-type: none"> <li>Remove Week 16</li> <li>Grading scheme should include types of assignments in request (not just syllabus).</li> <li>Letter grade change to E.</li> <li>Telegraph Course Description. See <a href="https://gov.clas.ufl.edu/files/CorProblems-Checklist.pdf">https://gov.clas.ufl.edu/files/CorProblems-Checklist.pdf</a></li> <li>Suggestion: remove caps lock course title.</li> <li>Be sure to include word count to illustrate 2000 words classification.</li> </ul>	11/16/2020
No document changes					
Department	Approved	CLAS - Classics 16140000	Mary Eaverly		2/7/2021
No document changes					
College	Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane		2/8/2021
No document changes					

Step	Status	Group	User	Comment	Updated
Quest Curriculum Committee	Approved	PV - Quest Curriculum Committee	Andrew Wolpert		3/25/2021
KK QUEST FALL 2021_3-25.docx					3/25/2021
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			3/25/2021
No document changes					
General Education Committee					
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					
Quest Director Notified					
No document changes					

# Course|Gen\_Ed|New-Close-Modify|Quest-Perm for request 15288

## Info

**Request:** CLA 1XXX – Medicine, Science and the Dawn of Reason (Q1 Permanent)

**Description of request:** Humanities, 2000 words

**Submitter:** Casey Griffith cgriffith@aa.ufl.edu

**Created:** 4/5/2021 12:26:07 PM

**Form version:** 4

## Responses

### Recommended Prefix

*Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.*

Response:

CLA 1xxx

### Course Level

*Select the one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.). Quest 1 courses may only select 1 & Quest 2 courses may only select 2.*

Response:

1

### Course Number

*Enter the three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this may be XXX until SCNS assigns an appropriate number.*

Response:

xxx

### Category of Instruction

*Indicate whether the course is introductory, intermediate or advanced. Introductory courses are those that require no prerequisites and are general in nature. Quest courses may only select Introductory at this time.*

Response:

Introductory

### Lab Code

*Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).*

Response:

None

### Course Title

*Enter the title of the course as it should appear in the Academic Catalog. There is a 100 character limit for course titles.&nbsp;*

Response:  
MEDICINE, SCIENCE AND THE DAWN OF REASON

**Transcript Title**

*Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 30 characters (including spaces and punctuation).*

Response:  
Medicine, Science, Reason

**Degree Type**

*Select the type of degree program for which this course is intended.&nbsp; Quest courses may only select Baccalaureate.*

Response:  
Baccalaureate

**Delivery Method(s)**

*Indicate all platforms through which the course is currently planned to be delivered.*

Response:  
On-Campus, Online

**Effective Term**

*Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires 2 to 6 weeks after approval of the course at UF.*

Response:  
Fall

**Effective Year**

*Select the requested year that the course will first be offered. See preceding item for further information.*

Response:  
2021

**Rotating Topic**

*Quest courses may not be rotating topics at this time. Please select "No" to confirm this course will not be a rotating topics course.*

Response:  
No

**Repeatable Credit**

*At this time Quest courses are not being offered as repeatable credit. Please select "No" to confirm this is not a repeatable credit course.*

Response:  
No

**Amount of Credit**

*Quest courses may only be offered for 3 credit hours at this time, please confirm that this course is a 3 credit hour course.*

Response:  
3 credits

**S/U Only?**

*UF Quest/General Education courses may not be offered as S/U. Please select no for S/U.*

Response:  
No

**Contact Type**

*Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.*

Response:  
Regularly Scheduled

• Regularly Scheduled [base hr]

*Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.*

**Weekly Contact Hours**

*Indicate the number of hours instructors will have contact with students each week on average throughout the duration of the course.*

Response:  
3

**Course Description**

*Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 50 words or fewer. See course description guidelines.*

Response:  
This interdisciplinary course invites students to examine the passage of humanity into the era of Reason and the Development of Medical Science and Ethics. As part of the "Nature and Culture" theme, it presents a historical narrative on the passage of humanity from superstition to the era of scientific inquiry

## **Prerequisites**

*Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course. Courses level 3000 and above must have a prerequisite.*

Response:

Restricted to undergraduate degree-seeking students

*Completing Prerequisites on UCC forms:*

- Use "&" and "or" to conjoin multiple requirements; do not use commas, semicolons, etc.
- Use parentheses to specify groupings in multiple requirements.
- Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
- Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
- "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite.

*Example: A grade of C in HSC 3502, passing grades in HSC 3057 or HSC 4558, and major/minor in PHHP should be written as follows:  
HSC 3502(C) & (HSC 3057 or HSC 4558) & (HP college or (HS or CMS or DSC or HP or RS minor)*

## **Co-requisites**

*Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system. If there are none please enter N/A.*

Response:

NONE

## **Rationale and Placement in Curriculum**

*Explain the rationale for offering the course and its place in the curriculum.*

Response:

This course is for undergraduate degree seeking students. The creative period of Ancient Greek Medicine and Medical Ethics, from Hippocrates to Galen, defined and circumscribed medical science and ethics as we know them in the western tradition. The discourse which the Greek medical writers began on numerous issues, including medically assisted euthanasia, abortion, the economics of medical treatment, gendered approaches to medical practice, or the interactions between patient and health care provider, is ongoing with renewed impetus in recent years. This course will discuss these issues against their historical background and invite students to develop a more nuanced and historically informed perception on matters of modern medical ethics. The course is interdisciplinary by nature standing at the intersection between medical humanities and historical studies. As part of the "Nature and Culture" theme, part of it presents a historical narrative on the development of humanity and its passage from superstition and irrational belief to the era of reason and scientific inquiry. Another part of it asks important ethical questions and challenges students to consider these issues, but more importantly to appreciate and evaluate the processes involved in reaching safe, data-based, logical conclusions. Finally, the course offers a thorough exploration of the interactions between human and environment in the attempt to understand the natural world, unlock its rules and secrets, and seek treatments for disease in the informed and harmonious interaction between humanity and its environment.

## Course Objectives

*Describe the core knowledge and skills that student should derive from the course. The objectives should be both observable and measurable.*

Response:

- o Identify, describe, and explain the historical processes involved in the passage of humanity into the era of Reason, and of the history of Medicine and Science, Medical Ethics, scientific inquiry, rational quest, experimentation and the study of the natural world for the benefit of humanity, as well as humanity's place in the natural world. (Content SLOs for Gen Ed Hum, and Q1)
- o Analyze and evaluate some important culture texts from the early Greek scientists and natural philosophers, as well as some comparable texts from other ancient traditions such as Ancient Egyptian, Babylonian, Ayurvedic, or Chinese, using established practices appropriate to the arts and humanities (Critical Thinking SLOs for Gen Ed Hum, and Q1)
- o Analyze and evaluate how scientific methodologies and rational inquiry initially developed and explain how their employment changed the course of humanity's history (Critical Thinking SLO for Gen Ed Hum, and Q1)
- o Analyze and evaluate essential questions about the progress of humanity on the basis of reason (Critical Thinking SLO for Gen Ed Hum, and Q1)
- o Observe and evaluate the role arts and humanities play in the lives of individuals and societies and the role they might play in students' undergraduate degree programs. (Communication SLO for Gen Ed Hum, and Q1)
- o Analyze, evaluate, and critically reflect on connections between course content and their intellectual, personal, and professional development at UF and beyond (Critical Thinking SLO for Q1)
- o Develop and present clear and effective responses to essential questions about the history of medicine, science, rational Inquiry, and other relevant humanities disciplines intersected during the course into the course (Communication SLO for Gen Ed Hum and Q1).

## Course Textbook(s) and/or Other Assigned Reading

*Enter the title, author(s) and publication date of textbooks and/or readings that will be assigned. &nbsp;&nbsp;&nbsp;Please provide specific examples&nbsp;&nbsp;&nbsp;to evaluate the course.*

Response:

Required Books:

Required books for class and the recommended writing guide are available at the UF Bookstore. Recommended books are available in Library West, or they can be purchased from any retailer.

Vivian Nutton, *Ancient Medicine*, London: Routledge, 2013.

Strunk, William and White, E.B. *The Elements of Style*. 4th edition. Pearson Education Limited 2014.

Recommended Texts:

James Longrigg. *Greek Rational Medicine: Philosophy and Medicine from Alcmaeon to the Alexandrians*. London: Routledge, 1993

Helen King. *Greek and Roman Medicine*. Reprint. Classical World Series. Bristol, U.K.: Bristol Classical Press, 2002. xi + 73 pp. (a brief survey for basic understanding).

Lesley Dean-Jones, *Women's Bodies in Classical Greek Science*. Oxford: Clarendon Press, 1994.

Important Source Materials (available online at no additional cost; all links to source materials will be available on Canvas; the same applies to Powerpoints and other course materials):

- Homer, Iliad, Book 1
- Egyptian Medicine: The Ebers Papyrus (pdf file will be uploaded to Canvas)
- Indian Medicine: Extracts from the Materia Medica of Ayurveda
- Online materials on traditional Chinese medicine
- Hippocrates The Oath, The Physician, On Decorum, The Sacred Disease, Nature of Man, Airs Waters Places, On Diet.
- Soranus: Gynaecology, The Best Midwife
- Thucydides Book 2: The Plague
- Extracts from Galen on Cosmetic Medicine
- Giovanni Boccaccio, The Decameron, Introduction: The Plague

### **Weekly Schedule of Topics**

*Provide a projected weekly schedule of topics. This should have sufficient detail to evaluate how the course would meet current curricular needs and the extent to which it overlaps with existing courses at UF.*

Response:

WEEK 1. Introduction/Class Administration

Why is the study of ancient Greek medical literature and medical ethics still important in the 21st century.

2. Medicine Before Hippocrates

(We will explore practices in Folk medicine and traditional healing practices before the arrival of rational medicine in ancient Greece, Egypt, Babylon, India, China, and Rome).

Readings:

Nutton, pp. 37-52

The Ebers Papyrus

Homer, Iliad Book 1

3. The arrival of rational medicine

(This week we will look into some of the groundbreaking developments that led to the establishment of rational medicine, like the inquiries of the pre-Socratic natural philosophers, and how they culminated in the development of the theory of the Four Humors. We will also compare the Theory of the Four Humors with similar concepts in Ayurvedic and traditional Chinese medicine).

Readings:

Nutton 53-71

Extracts from the Materia Medica of Ayurveda

Hippocrates, Nature of Man (extracts placed on Canvas)

4. Medical practice in the Classical Greek World

(Following several studies in the Hippocratic corpus discussing the ideal physician, as well as of the appropriate conditions of practicing medicine will get some valuable insights into how the pioneers of medical science exercised their art)

Readings:

Nutton 87-103

Hippocrates The Physician

5. Medical Ethics in the Classical Period

(Here and will take a look into some import matters on ancient medical ethics, which is still a matter of intense debate, like abortion, contraception, euthanasia, finances, and gender)

Readings:

Hippocrates The Oath,

Hippocrates On Decorum

6. Plagues and Epidemics

(We will take a look into the theories on ancient epidemiology, will read the description of a major plague in classical Athens, and descriptions of diseases through the notes of the wandering physicians who wrote the books of the Epidemics)

Readings:

Thucydides Book 2: the Plague



Giovanni Boccaccio, The Decameron, Introduction: The Plague

7. Environmental medicine

(We will be examining the theories of Greek physicians about the influence of the environment on health and disease, as well as their often successful efforts in assisting patients with chronic diseases by simply suggesting improvements in their lifestyle and living conditions).

Readings:

Hippocrates: Airs, Waters, Places

8. Diet and lifestyle as health concerns

(We will have the opportunity to study how ancient physicians successfully and significantly improved the health and well-being of their patients by offering sensible advice on diet and lifestyle)

Readings:

Nutton 254-279

Hippocrates On Diet

9. REVIEW AND MIDTERM EXAM

10. The learning process: Scientific Methodology and Health.

(Here will have the opportunity to study how the ancient physicians gained knowledge, what kind of methods they used in their attempts to understand disease, and how they applied such methods into the therapeutic regimes).

Readings:

Nutton 72-86, and 130-141

11. EXPERIENTIAL LEARNING WEEK

Theme: Circular Health, Past, Present and Future

Location: UF One Health Center for Excellence

(see below the relevant section for further details)

12. Antenatal life and biological theories about human life

(Here who will study some of the works on antenatal life, and ancient theories on how it was created, and what made a human being)

Readings:

Nutton 91-206

Soranus, Gynaecology: The best midwife

13. Practical applications into medicine

(Here will have the opportunity to study how concrete techniques in surgery and orthopedics set the foundation of a truly scientific medical practice by a trial, experimentation, error and improvement)

Reading:

Nutton 254-279

14. Nature's arsenal: the origins of pharmacology

(This week will discuss how natural substances were used by ancient pharmacology to create drugs intended to help the patient in distress, initially through simple recipes, but eventually through complex composite drugs).

Reading:

Nutton 174-190

15. The physician and the god of healing

(This week explores how rational medicine and faith worked hand by hand to improve a patient's chances of recovery in the Asklepeia, and other religious places which offered the hope of healing and recovery to patients).

Readings:

Hippocrates: The Sacred Disease

Nutton: 104-115

16. REVIEW AND FINAL EXAM

### Grading Scheme

*List the types of assessments, assignments and other activities that will be used to determine the course grade, and the percentage contribution from each. This list should have sufficient detail to evaluate the course rigor and grade integrity. Include details about the grading rubric and percentage breakdowns for determining grades.*

Response:

### Grading Scale

I record your points on all assignments over the course of the semester in the Canvas gradebook, which translates total points into a letter grade using a standard grading scale:

A= 94-100% of points possible	A- =90-93%	
B+=87-89%;	B=84-86%	B- =80-83%
C+=77-79%	C=74-76%	C- =70-73%
D+=67-69%	D=64-66%	D- =60-63%
<60=F		

More information on UF grading policy is available [here](#).

### Instructor(s)

*Enter the name of the planned instructor or instructors, or "to be determined" if instructors are not yet identified.*

Response:

Dr. Konstantinos Kapparis

Dr. Sara Agnelli

### Permanent Quest and General Education Approval

*Please confirm that this new course request is for permanent Quest and General Education designations. Only courses which have already gone through the Temporary process may request Permanent approval.*

Response:

Yes

### Previous Temporary Approval

*Please enter the 5 digit request number of the temporary Quest/General Education request that has previously been approved. If you are the previous submitter, this number may be found by accessing the [Requests Submitted by You](#) webpage and copying the relevant number in the '&#39;Request&#39;' column.*

Response:

12933

### Which level of Quest will this course be offered under?

Response:

Quest 1

### Approved Colleges - Quest 1

*Only faculty from the following colleges are eligible to propose courses for Quest 1 at this time. Please confirm that you are submitting a request through an approved college by making the appropriate selection.*

Response:

College of Liberal Arts and Sciences (CLAS)

### Quest 1 Theme

*Quest 1 courses should fall naturally within one of the five themes and examine essential questions relevant to that theme.*

Select the appropriate theme for this course, more information on Quest 1 themes can be found at the following website: [Q1 Themes and Essential Questions.](#)

Response:  
Nature and Culture

### **Quest 1 Objectives**

Please confirm that you have read and understand the [Quest 1 Course Objectives](#) and that these objectives are incorporated into the proposed course. These items must be included in the submitted syllabus.

Objectives:

- Address the history, key themes, principles, terminologies, theories, and methodologies of various arts and humanities disciplines that enable us to ask essential questions about the human condition.
- Present different arts and humanities disciplines' distinctive elements, along with their biases and influences on essential questions about the human condition.
- Explore at least one arts or humanities resource outside their classroom and explain how engagement with it complements classroom work.
- Enable students to analyze and evaluate essential questions about the human condition clearly and effectively in writing and other forms appropriate to the discipline.
- Analyze the role arts and humanities play in the lives of individuals and societies and the role they might play in students' undergraduate degree programs and lives after college.

Response:  
Yes

### **Quest 1 Student Learning Outcomes**

Please confirm that you have read and understand the [Quest 1 Student Learning Outcomes](#) and that these outcomes have been incorporated into the proposed course. These items must be included in the submitted syllabus.

Student Learning Outcomes:

- *Content: Identify, describe, and explain the history, theories, and methodologies used to examine essential questions about the human condition within and across the arts and humanities disciplines incorporated into the course.*
- *Critical Thinking: Analyze and evaluate essential questions about the human condition using established practices appropriate for the arts and humanities disciplines incorporated into the course.*
- *Communication: Develop and present clear and effective responses to essential questions in oral and written forms as appropriate to the relevant humanities disciplines incorporated into the course.*
- *Connection: Connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond.*

Response:  
Yes

### **Requested GE Classification for Quest 1**

Indicate the requested General Education subject area designation(s) requested for this course. International and Diversity designations may only be applied to a course in conjunction with another designation.

Quest 1 courses may only select from the following General Education Subject Area designations.

You may not select both International and Diversity for a single course.

Response:  
H - Humanities

**Requested Writing Requirement Classification**

Indicate the requested Writing Requirement designation requested for this course. Quest courses may only select 2000 or 4000 words.

Response:  
E2 - 2000 words

**Type of writing skill feedback provided**

Response:  
Draft, Correction, Grade

**Course Updates: Temporary vs Permanent requests**

Please list any substantive changes which were made to the course since temporary Quest/General Education approval was assigned. Include a rationale for each change.

Examples:

- Course Content
- Assessments
- Learning objectives

Response:  
Experiential Learning Component

The involvement of the UF One Health Center has provided an opportunity for more systematic, organized and effective student involvement. In the activities designed at the UF One Health Center by the Director, Dr. Capua, and the coordinator Dr. Agnelli students will have the opportunity to familiarize themselves with the interdisciplinary program of the Center, discuss important questions on health and healthcare, and engage in critical thinking over these matters, which are important for this course, as well as their overall instruction in the discipline.

**Attendance & Make-up**

Please confirm that you have read and understand the University of Florida Attendance policy.

A required statement related to class attendance, make-up exams and other work will be included in the syllabus and adhered to in the course. Courses may not have any policies which conflict with the University of Florida policy. The following statement may be used directly in the syllabus.

- Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:  
<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Response:  
Yes

**Accommodations**

Please confirm that you have read and understand the University of Florida Accommodations policy.

A statement related to accommodations for students with disabilities will be included in the syllabus and adhered

to in the course. The following statement may be used directly in the syllabus:

- *Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.*

Response:  
Yes

### **UF Grading Policies for assigning Grade Points**

*Please confirm that you have read and understand the University of Florida Grading policies. Information on current UF grading policies for assigning grade points is require to be included in the course syllabus. The following link may be used directly in the syllabus:*

- <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Response:  
Yes

### **Course Evaluation Policy**

*Please confirm that you have read and understand the University of Florida Course Evaluation Policy. A statement related to course evaluations will be included in the syllabus. The following statement may be used directly in the syllabus:*

- *Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/public-results/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.*

Response:  
Yes

### Changes from Quest trials

Only one change was deemed to be necessary from the quest trial to the permanent course concerning the experiential learning component. The theme of the original experiential learning component was medical education, past and present and involved among others a presentation by a current medical student at UF. Considering that many of the students in the class had a medical career in their sights, it worked very well. The only problem was that the activities needed to be scheduled at around the insanely busy program of UF medical students, and on several occasions we had to postpone such events and try to walk around impossible schedules. This is why I approached Dr. Sara Agnelli, a former student of mine and enthusiastic supporter of our programs, who is currently employed at the UF One Health Center for Excellence. We agreed that the students of this course would visit the Center for the series of activities around the question , “What is Circular Health”. As explained in more detail in the syllabus, the objectives of this activity include students learning and using the One Health approach to better understand and address world challenges, such as climate change, poverty, and inequalities. Considering that many students might be interested in a career in the health professions, this project makes an important contribution to the “Nature and Culture” theme of Quest, is expected to offer valuable insights in the earlier years of the students’ undergraduate studies, and advances SLOs 3, 4, 5, 6, 7. More importantly it is expected to provide a more reliable and rigorous structure to the experiential learning component of the course.

**Medicine Science and the Dawn of Reason**

UF Quest 1/Nature and Culture CLA 1xxx

General Education: Humanities, Writing (2000 words)

[Note: A minimum grade of C is required for General Education credit]

FALL 2021, TIMES: Wed. 10-11, R-5-7 (breakout sections)

Location: ROOM

Class resources, announcements, updates, and assignments will be made available through the class

Canvas site: [URL]

Instructor	Teaching Assistant
Konstantinos Kapparis, Professor of Classics Office: 135 Dauer Hall. Office Hours: TBA Emailing for an appointment, even during office hours, will ensure that there will be no waiting time.	NAME, TBA  Office Hours: TBA

**Course Description**

The creative period of Ancient Greek Medicine and Medical Ethics, from Hippocrates to Galen, defined and circumscribed medical science and ethics as we know them in the western tradition. This course offers a thorough introduction to ancient Greek medical science and practice, ancient pharmacology and its connection with the natural world, and the earliest attempts of tackling important issues in medical ethics. Students will be encouraged to confront and evaluate important questions of our times such as the relationship between humans and their environment as it has evolved through time, the interactions between religion, folk tradition and scientific thinking, the sustainable employment of natural resources for the benefit of humanity, medically assisted euthanasia, abortion, the economics of medical treatment, gendered approaches to medical practice, the interactions between patient and health care provider, concepts of human progress and the value of scientific thinking and methodology. This course will discuss these issues against their historical background and invite students to develop a more nuanced and historically informed perception on matters of modern medical ethics. The course is interdisciplinary by nature standing at the intersection between medical humanities and historical studies, and crosses into the fields of medical and biological sciences, botany, pharmacology, ethics, history, Greek literature, the Humanities and religion. As part of the “Nature and Culture” theme, part of it presents a historical narrative on the development of humanity and its passage from superstition and irrational belief to the era of reason and scientific inquiry. Another part of it asks important ethical questions and challenges students to consider these issues, but more importantly to appreciate and evaluate the processes involved in reaching safe, data-based, logical conclusions. Finally, the course offers a thorough exploration of the interactions between human and environment in the attempt to understand the natural world, unlock its rules and secrets, and seek treatments for disease in the informed and harmonious interaction between humanity and its environment.

**Telegraph Course Description**

Discusses the early days of medical science at the intersection between medical humanities and historical studies, and as part of the “Nature and Culture” theme explores how humans used the resources of nature and their intellect to find cures for diseases and alleviate pain and suffering.

**QUEST 1 SLOs: Quest 1 and Gen Ed Descriptions and Student Learning Outcomes**

- QUEST 1 DESCRIPTION: Quest 1 courses are multidisciplinary explorations of truly challenging questions about the human condition that are not easy to answer, but also not easy to ignore: What makes life worth living? What makes a society a fair one? How do we manage conflicts? Who are we in relation to other people or to the natural world? To grapple with the kinds of open-ended and complex intellectual challenges they will face as critical, creative, and self-reflective adults navigating a complex and interconnected world, Quest 1 students use the humanities approaches present in the course to mine texts for evidence, create arguments, and articulate ideas.
  
- QUEST 1 SLOs:
  - Identify describe and explain the history, theories, and methodologies used to examine the dawn of Science and reason, and illustrate how they inform us about the human condition, and its subsequent development. (Content)
  - Develop and present clear and effective responses to essential questions on Science, Medicine, and the intellectual atmosphere, which have allowed them to flourish and change the course of humanity. (Communication)
  - Analyze and evaluate essential questions about the human condition using the development of scientific inquiry as a platform for such analysis. (Critical Thinking)
  - Connect the strong links between science, its political background and its ties with humanities, with critical reflection on their intellectual, personal, and professional development at UF and beyond. (Critical Thinking)
  
- HUMANITIES DESCRIPTION: Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. Students will learn to identify and to analyze the key elements, biases and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.
  
- HUMANITIES SLOs:
  - Identify, describe, and explain the history, underlying theory and methodologies used in the course (Content).
  - Identify and analyze key elements, biases and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives (Critical Thinking).
  - Communicate knowledge, thoughts and reasoning clearly and effectively (Communication).
  
- WRITING DESCRIPTION: The Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. The writing course grade assigned by the instructor has two components: the writing component and a course grade. **To receive writing credit a student must satisfactorily complete all the assigned written work and receive a minimum grade of C (2.0) for the course.** It is possible to not meet the writing requirement and still earn a minimum grade of C in a class, so students should review their degree audit after receiving their grade to verify receipt of credit for the writing component.
  
- WRITING EVALUATION:



- This course carries 2000 words that count towards the UF Writing Requirement. You must turn in all written work counting towards the 2000 words in order to receive credit for those words.
- The instructor will evaluate and provide feedback on the student’s written work with respect to content, organization and coherence, argument and support (when appropriate), style, clarity, grammar, punctuation, and other mechanics, using the writing rubric below.
- More specific rubrics and guidelines for individual assignments may be provided during the course of the semester.

**Writing Assessment Rubric:**

	Satisfactory (Y)	Unsatisfactory (N)
CONTENT	Papers exhibit at least some evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide at least an adequate discussion with basic understanding of sources.	Papers either include a central idea(s) that is unclear or off-topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.
ORGANIZATION AND COHERENCE	Documents and paragraphs exhibit at least some identifiable structure for topics, including a clear thesis statement but may require readers to work to follow progression of ideas.	Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.
ARGUMENT AND SUPPORT	Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the Satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.

STYLE	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical sentence structure. At a minimum, documents will display a less precise use of vocabulary and an uneven use of sentence structure or a writing style that occasionally veers away from word choice or tone appropriate to the context, genre, and discipline.	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly
MECHANICS	Papers will feature correct or error-free presentation of ideas. At the weak end of the Satisfactory range, papers may contain some spelling, punctuation, or grammatical errors that remain unobtrusive so they do not muddy the paper's argument or points.	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.

### **Student Learning Outcomes**

Reflecting the curricular structures of Quest 1 and these Gen Ed designations, after taking Science and the Dawn of Reason students will be able to:

1. Identify, describe, and explain the historical processes involved in the passage of humanity into the era of Reason, and of the history of Medicine and Science, Medical Ethics, scientific inquiry, rational quest, experimentation and the study of the natural world for the benefit of humanity, as well as humanity's place in the natural world. **(Content SLOs for Gen Ed Hum, and Q1)**
2. Analyze and evaluate some important culture texts from the early Greek scientists and natural philosophers, as well as some comparable texts from other ancient traditions such as Ancient Egyptian, Babylonian, Ayurvedic, or Chinese, using established practices appropriate to the arts and humanities **(Critical Thinking SLOs for Gen Ed Hum, and Q1)**
3. Analyze and evaluate how scientific methodologies and rational inquiry initially developed and explain how their employment changed the course of humanity's history **(Critical Thinking SLO for Gen Ed Hum, and Q1)**
4. Analyze and evaluate essential questions about the progress of humanity on the basis of reason **(Critical Thinking SLO for Gen Ed Hum, and Q1)**
5. Observe and evaluate the role arts and humanities play in the lives of individuals and societies and the role they might play in students' undergraduate degree programs. **(Communication SLO for Gen Ed Hum, and Q1)**

6. Analyze, evaluate, and critically reflect on connections between course content and their intellectual, personal, and professional development at UF and beyond (**Connection SLO for Q1**)
7. Develop and present clear and effective responses to essential questions about the history of medicine, science, rational Inquiry, and other relevant humanities disciplines intersected during the course into the course (**Communication SLO for Gen Ed Hum and Q1**).

### **Grading Scale**

10 online quizzes = 40 %

Midterm = 15 % (10% is based on multiple choice questions, and 5% on one essay-format question)

Final = 15 % (10% is based on multiple choice questions, and 5% on one essay-format question)

Participation = 10 %

Paper (2000 words, **due by Oct. 22; 2<sup>nd</sup> draft due by Nov. 5; 3<sup>rd</sup> draft due by Nov. 19**) = 10%

Experiential Learning Report. **Due by Dec. 3** = 10%

A= 94-100% of points possible	A- =90-93%	
B+=87-89%;	B=84-86%	B- =80-83%
C+=77-79%	C=74-76%	C- =70-73%
D+=67-69%	D=64-66%	D- =60-63%
<60=E		

More information on UF grading policy is [available here](#).

### **Required Books:**

Required books for class and the recommended writing guide are available at the UF Bookstore.

Recommended books are available in Library West, or they can be purchased from any retailer.

Vivian Nutton, *Ancient Medicine*, London: Routledge, 2013.

**Strunk, William and White, E.B. *The Elements of Style*. 4<sup>th</sup> edition.** Pearson Education Limited 2014.

### **Recommended Texts:**

James Longrigg. *Greek Rational Medicine: Philosophy and Medicine from Alcmaeon to the Alexandrians*.

London: Routledge, 1993

Helen King. *Greek and Roman Medicine*. Reprint. Classical World Series. Bristol, U.K.: Bristol Classical Press, 2002. xi + 73 pp. (a brief survey for basic understanding).

Lesley Dean-Jones, *Women's Bodies in Classical Greek Science*. Oxford: Clarendon Press, 1994.

Important Source Materials (available online at no additional cost; all links to source materials will be available on Canvas; the same applies to Powerpoints and other course materials):

- Homer, Iliad, Book 1
- The Ebers Papyrus (pdf file will be uploaded to Canvas)
- Extracts from the *Materia Medica* of Ayurveda
- Hippocrates *The Oath, The Physician, On Decorum, The Sacred Disease, Nature of Man, Airs Waters Places, On Diet*.
- Soranus: *Gynaecology, The Best Midwife*

- Thucydides Book 2: The Plague
- Extracts from Galen on Cosmetic Medicine
- Giovanni Boccaccio, *The Decameron*, Introduction: The Plague

List of Weekly topics:

### **WEEK 1 (AUG. 25-6). Introduction/Class Administration**

Why is the study of ancient Greek medical literature and medical ethics still important in the 21st century, and how it addresses the essential question of the interaction between humans and their environment, especially in relation to medicinal treatments and the development of medical and scientific thinking.

### **2. (SEP. 1-2) Medicine Before Hippocrates**

(We will explore practices in Folk medicine and traditional healing practices before the arrival of rational medicine in ancient Greece, Egypt, Babylon, India, China, and Rome, including natural treatments and the impact local resources had on the development of medical practices).

Readings:

Nutton, pp. 37-52

The Ebers Papyrus (Unpaginated handout on Canvas)

Homer, Iliad Book 1 (Unpaginated handout on Canvas)

### **3. (SEP. 8-9) The arrival of rational medicine**

(This week we will look into some of the groundbreaking developments that led to the establishment of rational medicine, like the inquiries of the pre-Socratic natural philosophers, and how they culminated in the development of the theory of the Four Humors. We will also compare the Theory of the Four Humors with similar concepts in Ayurvedic and traditional Chinese medicine. Our objective is to understand how humans used available natural resources, and how they developed a rational system of explanation for health, disease and treatment).

Readings:

Nutton 53-71

Extracts from the *Materia Medica of Ayurveda* (Unpaginated handout on Canvas)

Hippocrates, *Nature of Man* (Unpaginated handout on Canvas)

### **4. (SEP. 15-6) Medical practice in the Classical Greek World; Surgery and Orthopedics**

(Following several studies in the Hippocratic corpus discussing the ideal physician, as well as of the appropriate conditions of practicing medicine will get some valuable insights into how the pioneers of

medical science exercised their art, how they used natural resources and how they correlated the environment with explanations and treatments for health and disease.)

Readings:

Nutton 87-103

Hippocrates *The Physician* (Unpaginated handout on Canvas)

### **5. (SEP. 22-3) Medical Ethics in the Classical Period**

(Here and will take a look into some important matters on ancient medical ethics, which is still a matter of intense debate, like abortion, contraception, euthanasia, finances, and gender. This class focuses on important ethical questions which are still important in our times, and challenges students to consider these issues).

Readings:

Hippocrates *The Oath* (Unpaginated handout on Canvas)

Hippocrates *On Decorum* (Unpaginated handout on Canvas)

### **6. (Sep. 29-30) Plagues and Epidemics**

(We will take a look into the theories on ancient epidemiology, will read the description of a major plague in classical Athens, and descriptions of diseases through the notes of the wandering physicians who wrote the books of the *Epidemics*. Environmental factors, and the desire to figure out the nature of epidemic diseases and not infrequently lethal pandemics, and ways and appropriate behaviors to tackle them are an important part of the challenges which humans have faced and we are still facing).

Readings:

Thucydides Book 2: the Plague (Unpaginated handout on Canvas)

Giovanni Boccaccio, *The Decameron*, Introduction: The Plague (Unpaginated handout on Canvas)

### **7. (Oct. 6-7) Environmental medicine; Diet and Lifestyle as Health Concerns**

(We will be focusing upon the theories of Greek physicians about the influence of the environment on health and disease, as well as their often successful efforts in assisting patients with chronic diseases by simply suggesting improvements in their lifestyle and living conditions).

Readings:

Hippocrates *Airs, Waters, Places* (Unpaginated handout on Canvas)

### **8. (Oct. 13-4) Diet and lifestyle as health concerns**

(We will have the opportunity to study how ancient physicians successfully and significantly improved the health and well-being of their patients by offering sensible advice on diet and lifestyle. The impact of

natural resources on people's health and disease as well as the challenges which people had to face in order to stay healthy are an important part of this discussion).

Readings:

Nutton 254-279

Hippocrates *On Diet* (Unpaginated handout on Canvas)

## **9 (Oct. 20-1). REVIEW AND MIDTERM EXAM**

### **10 (Oct. 27-8). The learning process: Scientific Methodology and Health.**

(Here will have the opportunity to study how the ancient physicians gained knowledge, what kind of methods they used in their attempts to understand disease, and how they applied such methods into the therapeutic regimes. The progression of humanity from superstition to reason, and from belief to scientific thought is an important part of this lecture).

Readings:

Nutton 72-86, and 130-141

### **11. (Nov. 3-4) Antenatal life and biological theories about human life**

(Here who will study some of the works on antenatal life, and ancient theories on how it was created, and what made a human being. Significant questions about the methodologies used to understand antenatal life and significant ethical questions which arose from the nature and vulnerability of antenatal life are addressed, and these should help students better understand some important ethical issues in our times and reflect on these).

Readings:

Nutton 91-206

Soranus, *Gynaecology*: The best midwife (Unpaginated handout on Canvas)

## **12. (Nov. 10) EXPERIENTIAL LEARNING WEEK**

**Theme: Circular Health, Past, Present and Future**

**Location: UF One Health Center for Excellence**

(see below the relevant section for further details)

### **13. (Nov. 17-8) Nature's arsenal: the origins of pharmacology**

(This week will discuss how natural substances were used by ancient pharmacology to create drugs intended to help the patient in distress, initially through simple recipes, but eventually through complex composite drugs. The utilization of natural resources for the benefit of humanity is at the core of this lecture).

Reading:

Nutton 174-190

**14. (Wed, Nov. 24, Thu. Nov. 25) THANKSGIVING HOLIDAY, NO CLASSES**

**15. (Dec. 1-2) The physician and the god of healing**

(This week explores how rational medicine and faith worked hand by hand to improve a patient's chances of recovery in the Asklepeia, and other religious places which offered the hope of healing and recovery to patients. Students are invited to reflect on the relationship between rational medicine and its treatments, religion and folk tradition, in the past and the present).

Readings:

Hippocrates: *The Sacred Disease* (Unpaginated handout on Canvas)

Nutton: 104-115

REVIEW

**16. (Dec. 8) FINAL EXAM**

Assignments:

- 10 online quizzes = 40 % (Advances SLOs 1, 2, 3, 7)  
(12 quizzes will be offered, one for each week except week 1, Springbreak, week 9 and week 16; the 10 best will count).
- Midterm = 15 % (10% is based on multiple choice questions, and 5% on one essay-format question).  
(Advances SLOs 1, 2, 3, 4, 5, 7)
- Final = 15 % (10% is based on multiple choice questions, and 5% on one essay-format question).  
(Advances SLOs 1, 2, 3, 4, 5, 7)
- Participation = 10 % (Advances SLOs 1-7)  
Participation Grading: Consistent high-quality class participation—in large and small groups—is expected. “High-quality” in this case means
  - informed (i.e., shows evidence of having done assigned work),
  - thoughtful (i.e., shows evidence of having understood and considered issues raised in readings and other discussions), and
  - considerate (i.e., takes the perspectives of others into account).If you have personal issues that prohibit you from joining freely in class discussion, e.g., shyness, language barriers, etc., see the instructor as soon as possible to discuss alternative modes of participation.
- Paper (2000 words, **due by Oct. 22; 2<sup>nd</sup> draft due by Nov. 5; 3<sup>rd</sup> draft due by Nov. 19**) = 10% (as described above). The 3<sup>rd</sup> draft of the paper is the final version that students are to hand in.  
(Advances SLOs 1, 2, 3, 4, 7)

TOPIC: Taking into account the version of the Hippocratic Oath which UF medical graduates take, and comparing it with the original Hippocratic Oath, discuss the issues of Medical Ethics on which the two texts diverge, and explain why these changes to the original text have been deemed necessary, in the light of modern discussions on relevant ethical issues in Medical practice.

**Notes:**

1. There is no expected right or wrong answer. All well-argued points are acceptable, and the objective is not so much to get to the “right” answer, but rather to develop a methodology of arguing a case, and to improve on writing skills. So, there is no need to be pedantic with your arguments. Be imaginative and creative.
2. You MUST stick to the topic. This is very important because the skill to focus on a specific aspect of the subject is crucial for good writing.
3. A brief set of further instructions on how to complete your research and write your paper is published online. These are simply meant to be common-sense and easy to follow guidelines, NOT obligatory requirements. Here is the URL with my suggestions:  
<http://web.clas.ufl.edu/users/kapparis/esinstructions.htm>

**Writing Resources:** Students should consult the following book: **Strunk, William and White, E.B. *The Elements of Style*. 4<sup>th</sup> edition.** Pearson Education Limited 2014. This is a very modestly priced, concise and useful book.

It is also highly recommended to take advantage of the rich resources offered by the **University Writing Studio**. The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online (<https://writing.ufl.edu/writing-studio/>) or in 302 Tigert Hall for one-on-one consultations and workshops.

- Experiential Learning Component Report (c. 1000 words, **due by Dec. 3**) = 10%

**Experiential Learning Component Project**

**Contact:** Dr. Sara Agnelli

[saraclassics@ufl.edu](mailto:saraclassics@ufl.edu)

McCarty Hall D, Room G-047B

P.O. Box 110135, Gainesville, FL 32611

<https://onehealth.ifas.ufl.edu>

**THEME: Circular Health: Past, Present and Future**

**DESCRIPTION:** The objective of this project is to invite students to learn about the concept of “Circular Health” and to interact with the One Health Center of Excellence.

The Director of the UF One Health Center of Excellence will be invited to give a lecture about “Circular Health”. Following, students will attend a workshop where they will analyze real-world global health challenges by using the One Health approach. The workshop will be organized by Dr. Sara Agnelli and the team of the UF One Health Center. It will be worth 10% of the grade.



**Purpose of experiential learning:** Students will learn and use the One Health approach to better understand and address world challenges, such as climate change, poverty, and inequalities. Considering that many students might be interested in a career in the health professions, this project is expected to offer valuable insights in the earlier years of their undergraduate studies, and advances SLOs 3, 4, 5, 6, 7.

### **WHAT IS ONE HEALTH**

The One Health philosophy underlines the idea that the health of coexisting humans, animals, and plants in one environment is interconnected. Governing this interconnection is key to achieving the health of the whole system. The One Health Center at UF aims at expanding areas of knowledge on health interconnections with the goal of improving health as a system.

One Health is a conceptual framework aiming at understanding the links and dependencies between the health of humans, animals, plants and the environment. One Health strives to bring all the different disciplines and perspectives towards the optimization of health outcomes for humans, animals, plants and the environment.

**PROJECT Learning Objectives:** *By the end of the process, students will:*

- Describe the One Health philosophy
- Develop the language and leadership tools to communicate with different disciplines around One Health
- Identify novel areas of interface between human, animal, and environmental health and different disciplines

### **Required Policies**

#### **1. Class Attendance**

Class attendance is expected. Students are allowed five discretionary absences (see “Attendance” under “Graded Work” above) to cover excused and unexcused absences. Additional absences that meet the standard of “excused” per [UF’s policies](#) may be allowed, otherwise each absence beyond five will result in two points off of the final grade.

#### **2. Making Up Work**

Work is due as specified in the syllabus. Late work is subject to a 1/3 grade penalty for each 24 hour period it is late (e.g., a paper that would’ve earned an A if turned in in class on Monday becomes an A- if received Tuesday, a B+ if received Wednesday, etc, with the weekend counting as two days). To be excused from submitting work or taking an exam at the assigned time, you must give 24 hours advance notice and/or meet the UF standards for an excused absence.

#### **3. Class Demeanor**

Students are expected to arrive to class on time, stay the full class period, and behave in a manner that is respectful to the instructor and to fellow students. Electronic devices should be turned off and placed in closed bags. Opinions held by other students should be respected in discussion, and conversations that do not contribute to the discussion should be kept to a minimum.

#### **4. Materials and Supplies Fees**

There are no additional fees for this course.

#### **5. Students Requiring Accommodation**

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting

<https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

#### **6. UF Evaluations Process**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

#### **7. University Honesty Policy**

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

#### **8. Counseling and Wellness Center**

Contact information for the Counseling and Wellness Center: <https://counseling.ufl.edu/>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

#### **9. The Writing Studio**

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/> or in 2215 Turlington Hall for one-on-one consultations and workshops.

#### **10. Policy on Recordings**

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.