

Cover Sheet: Request 12933

IDS2935 UFQUEST 1, Nature and Culture: Medicine, Science and the Dawn of Reason

Info

Process	Course New/Close/Modify Ugrad Gen Ed
Status	Pending at PV - General Education Committee (GEC)
Submitter	Konstantinos Kapparis kapparis@ufl.edu
Created	8/14/2018 11:18:06 AM
Updated	9/10/2018 2:53:52 PM
Description of request	IDS2935 is the course "shell" through which the first offerings in the new UF Quest curriculum will be offered. I am asking that the Gen Ed committee temporarily approve a section of IDS2935 titled UFQuest 1, Identities: What is a Man? as an offering that fills the Humanities, [Writing—2000 words] Gen Ed requirements. This temporary approval will last from Spring term, 2019, through fall term 2019.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CLAS - Classics 011607000	Mary Eaverly		8/14/2018
KK QUEST1 COVER LETTER.pdf					8/14/2018
College	Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane		9/10/2018
KK QUEST 1.pdf					8/24/2018
General Education Committee	Pending	PV - General Education Committee (GEC)			9/10/2018
No document changes					
Office of the Registrar					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|Gen_Ed|New-Close-Modify for request 12933

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Submitter: Konstantinos Kapparis kapparis@ufl.edu

Created: 8/14/2018 11:08:50 AM

Form version: 1

Responses

Course Prefix and Number

Response:
IDS2935

Enter the three letter prefix, four-digit course number, and lab code (if applicable), as the course appears in the Academic Catalog (or as it has been approved by SCNS, if the course is not yet listed in the catalog).

If the course has been approved by the UCC but is still pending at SCNS, enter the proposed course prefix and level, but substitute XXX for the course number; e.g., POS2XXX.

Course Title

Enter the title of the course as it appears in the Academic Catalog (or as it has been approved by SCNS, if the course is not yet listed in the catalog, or as it was approved by the UCC, if the course has not yet been approved by SCNS).

Response:
UFQ1 [Nature and Culture: Medicine, Science and the Dawn of Reason]]

Delivery Method

Please indicate the delivery methods for this course (check all that apply). Please note that content and learning outcome assessment must be consistent regardless of delivery method.

Response:
Classroom

Request Type

Response:
Change GE/WR designation (selecting this option will open additional form fields below)

Effective Term

Enter the term (semester and year) that the course would first be taught with the requested change(s).

Response:
Spring

Effective Year

Response:
2019

Credit Hours

Select the number of credits awarded to the student upon successful completion. Note that variable credit courses are not eligible for GE or WR certification.

Response:
3

Prerequisites

Response:
"n/a"

Current GE Classification(s)

Indicate all of the currently-approved general education designations for this course.

Response:
None

Current Writing Requirement Classification

Indicate the currently-approved WR designation of this course.

Response:
None

Requesting Temporary or Permanent Approval

Please select what type of General Education Approval you desire for this course. Selecting 'Permanent', will request a permanent General Education designation. You may also select a temporary General Education assignment for 1, 2, or 3 semesters.

Response:
3 semesters

Requested GE Classification

Indicate the requested general education subject area designation(s) requested for this course. If the course currently has a GE designation and the request includes maintaining that designation, include it here.

Response:
H

Requested Writing Requirement Classification

Indicate the requested WR designation requested for this course. If the course currently has a WR designation and the request includes maintaining that designation, include it here.

Response:

E2

MEDICINE, SCIENCE AND THE DAWN OF REASON

UF Quest 1/Nature and Culture IDS2935/####

General Education: Humanities, Writing (2000 words)

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

Spring 2019, Tuesdays 10-E1

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, Classics Graduate Student EMAIL AND PHONE Office Hours: DATES/TIMES/ROOM

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. 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.

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	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

	or tone appropriate to the context, genre, and discipline.	
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 **(Critical Thinking 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

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](#).

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
- 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. 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 important 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*

SPRINGBREAK (NO CLASS)

10. REVIEW AND MIDTERM EXAM

11. 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

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

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, **Paper due by February 26; 2nd draft of Paper due by March 12; 3rd draft of Paper due by March 26**) = 10% (as described above) (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. Feedback on matters of language, grammar, syntax, structure, transitions and argument will be given after the first draft for the Paper and the Report. The feedback on the second draft of the paper will focus upon imperfections still remaining in the paper.
4. 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*. 4th 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, **Report due by April 2; 2nd draft of the Report due by April 9**) = 10%
THEME: Medical Education, Past and Present
DESCRIPTION: The objective of this assignment is to invite students to take a closer look into medical education. Using the discussions on scientific methodology and ancient medical education as a springboard for further exploration, students will be asked to draw comparisons between the training and education of early physicians and that of their modern counterparts. In order to do this,

they will be invited to use relevant resources. A medical student at UF will be invited to join the class for a question and answer session on modern medical education. The students will be required to compare and contrast with ancient medical education and write a concise paper, which will be worth 10% of the grade. Since a number of them might be interested in a career in the health profession, this assignment is expected to offer valuable insights in the earlier years of their undergraduate studies, and advances SLOs 3, 4, 5, 6, 7.

Class Policies

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.

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.

Students Requiring Accommodations

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, 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.

Course Evaluation

Students are expected to provide feedback on the quality of instruction in this course by completing UF’s standard [online evaluations](#) (summary results will be available to students [here](#)) as well as a course-specific evaluation that focuses on course content and the experience of the Quest curriculum. Class time will be allocated for the completion of both evaluations.

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.

Materials and Supplies Fees

There are no additional fees for this course.

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.

Counseling and Wellness Center

Contact information for the Counseling and Wellness Center:

<http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

14 August, 2018

To the General Education Committee:

Attached please find for your review my syllabus for “Medicine, Science and the Dawn of Reason”. I am proposing this class to run in the spring 2019 Trial of Quest 1, the new UF arts and humanities curriculum that will replace IUF1000 “What is the Good Life?”. Courses in Quest 1 will fill the Gen Ed Humanities requirement. Unlike many existing Gen Ed courses, Quest courses are not standard “Introduction to...” or “Survey of...” offerings. Rather, they ask and invite students to answer essential questions about the human experience by looking at thematically structured, multidisciplinary courses that fit into one of five themes. They also include an experiential component, enhanced student-faculty interaction, attention to metacognitive thinking about what the Humanities are and why they are important, and student reflection on how essential questions raised in the course ramify across their own intellectual, professional, and personal lives.

A version of the course “Medicine, Science and the Dawn of Reason”, which I am proposing for Quest, was tested in the Fall of 2016, under the rotating topics number CLA 3930, with great success. My objectives were to make a contribution to the ever-growing field of Medical Humanities with a course on the birth of Medicine and Medical Ethics, and to investigate the profound links between the establishment of Democracy as a constitutional form and the intellectual climate which fostered the beginnings of Science and Reason. Another topic interwoven into the subject was that of the natural environment and the early attempts of humanity to understand it, bond with it and utilize it for its betterment. Trying to understand the healing potential of plants and their extracts, as well as trying to understand the fundamentals of plant life itself, was one of the major accomplishments of an ancient pharmacology and botany. The fundamentals of animal life, how the body worked, how each species procreated, what caused the breakdown of the mechanisms of health and life, resulting in disease and death, all were important questions which the early physicians and scientists tried to answer, sometimes convincingly, on other occasions way off the mark, but through this incessant process of questioning and answering a more confident humanity emerged, ready to trust its own reason rather than supernatural forces, and ready to forge ahead and conquer the future. This course is interdisciplinary, and stands at the crossroads of Medical Humanities, Classical Studies and Intellectual History. In accordance with the Quest 1 objectives, this course raises important questions on the role which reason and scientific inquiry have played in the development of humanity, and offers plentiful opportunities for engaging discussions on historical, political and ethical matters which are still of the utmost importance for the building of a future which is not only technologically advanced but also ethical, sustainable, and in harmony with nature and the environment. The assignments will allow students to engage with themes which are important for their personal development as individuals, but also as future professionals. In the 2016 class students from countries with a long tradition in medicine, botany, pharmacology and a spiritual connection between humans and the natural world as a whole, such as India or China, added valuable contributions from diverse, non-Eurocentric, points of view to the course throughout the semester, and enriched the experience of the class in more than one ways. The experiential component on Medical Education is intended to offer students a first-hand experience of how doctors were and are trained, within the broader goals of this course.

This course asks many of these questions, which are still relevant, and invites students to examine and understand the passage of humanity into the era of Reason, with all concomitant benefits, and to treasure our freedoms of thought, expression, and unbiased inquiry into the many important questions which we still need to answer. In class I strongly encourage dialogue and discussion by attaching 10% of the final grade to class participation and meaningful

contribution. Students are encouraged to question assumptions, contribute with rational arguments, examine key themes and aspects of the topic under discussion, and approach the subject from different perspectives. These aspects of the course are also assessed in a more formal setting with open-ended essay-type questions in the midterm and final exams, where students are told that there is no right or wrong answer, but only well or poorly argued ones. A similar approach is taken in all written assignments of the course, while online weekly quizzes are meant to ensure that students are attentive and thoughtful in class, and that they are consistently and actively participating in the learning process throughout the semester. This is why I am confident that the current course meets the criteria for the Humanities Designation.

Students will be expected to write far beyond the 2000-word requirement. The formal assessment of the Writing Component will be through an open-ended essay due shortly after midterm, in order to allow plenty of time for detailed feedback and successive drafts. In addition to this, students will need to write an 1000-word report on the experiential learning component (the topic is medical education, past and present). Feedback will be provided for this assignment too. In addition, students will be required to answer to essay-type questions in both the midterm and the final exam. I routinely offer extra-credit options worth up to 5% of the grade for students who have developed an interest in an area of the subject and are willing to voluntarily do extra work. This option is also open to students who feel that they might need some extra help. The extra-credit options typically take the format of an additional written assignment with feedback. This is why I am convinced that the course abundantly meets the Writing Component criteria for 2000 words.

Please do not hesitate to contact me if you have further questions.

Sincerely,

Konstantinos Kapparis
University of Florida Research Foundation Professor
Director of the Center for Greek Studies
Department of Classics
kapparis@ufl.edu