

Template Syllabus - HUMANITIES 3112

Introduction to Western Culture II

Course Description, 2016 onwards

Critical reflection on the foundational aspects of Western culture from the diverse perspectives of humanistic disciplines such as art, history, literature, philosophy, and religious thought. Analysis of the most significant original works and texts from the Renaissance to the present.

Mission and Vision of the Humanities at UPRM

The mission of the Department of Humanities is to cultivate an appreciation of the diversity of human culture by examining and analyzing the artistic and intellectual achievements of humanity. The Department endeavors to foster students to think critically across disciplines so as to stimulate the development of creative and intellectual curiosity, promote the ability to form sound intellectual judgments and ethical values, and foment creativity and innovation. The faculty of the Humanities Department emphasizes the study of multiple cultural expressions, especially those that open new avenues for research, and how these relate to the Puerto Rican cultural reality. The integration of a liberal, fine arts program with professional learning provides the knowledge, skills, and values needed to be a responsible, successful, and creative citizen. For the people of Puerto Rico it provides educational programs, public cultural events, and community services that enhance the quality of life.

Notes

1. Within this wide horizon, Professor Anderlini-D'Onofrio avails herself of the agreements stipulated in the Department's internal revision of the sequence, Humanities 3111 and 3112, in November 2005. This revision reaffirms the chronological organization of the course and the principle of reading primary texts original from the era under study. The revision also establishes a wide horizon for the choice of original works and the option of organizing such readings according to a shared theme. The revision has the purpose of aligning the sequence with the overarching vision and mission of the Department, and of making the courses more diverse and inclusive.

2. From inception as a teacher of the sequence, Anderlini-D'Onofrio chose to exercise this option and designed her syllabi accordingly. She chose the universal theme of love.

3. The subsequent course description reflects this exercise of academic freedom, and should be read with these parameters in mind.

4. The template syllabus for the presential edition of Humanities is based on the stipulations of the Senate Certification known as 06-43, of 2006, which allows a maximum of 25 % online contact hours.

HUMANITIES 3112

- Introduction to Western Culture II: A Thematic Approach - Studying the Humanities from the Point of View of Love: From 1500 to the Present Time

CONVENTIONAL EDITION - ANY SEMESTER, 2016 AND BEYOND • TUESDAYS, THURSDAYS

Professor Serena Anderlini-D'Onofrio

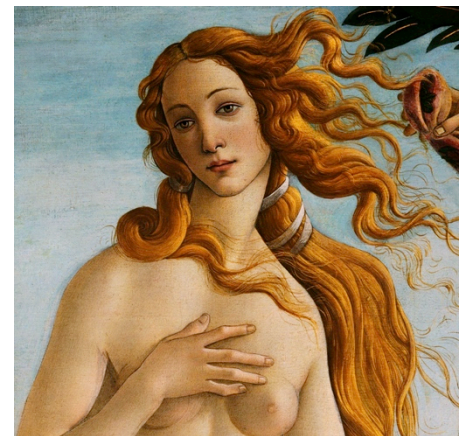
Biweekly: Session 97 Meets: MJ 3:30-4:45 - Ch 118 Weekly: Session 119 Meets: Martes 5:30-8:20 - Ch 226
Sesión Bisemanal: 97 Reuniones MJ 30:30-4:45 - Ch 118 Sesión Semanal: 119 Reuniones Martes 5:30-8:20 - Ch 226
Presential and Long-Distance Office Hours on Days of Teaching and During Open Online Exam Periods.

OVERVIEW

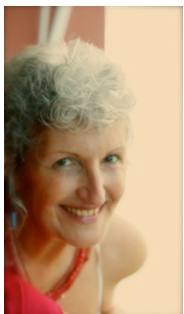
This course focuses on the humanities as the arts and sciences that help us humans invent the belief systems we need. It will be an inquiry into questions of human existence via a study of the art of love and its practices across time and space in human cultures and communities. Key questions include: How can we understand the role of the humanities in human and planetary existence? What can we learn from the science of time and space called history? Can we use knowledge of human and planetary ecology to generate love and assuage fear? How has love been practiced and understood in human cultures across time and space? What awareness can we gain from visiting past and diverse cultures in human history? How can we learn to generate the sustainable cultures we need?

As the second in the Humanities series, this course focuses on the early modern, modern, and postmodern ages, with a timeframe from 1500 C.E. to the present. As our study proceeds, we will exercise the art of analytical observation. For each period we will trace a global horizon and focus on interrelated aspects related to historical, geographical, cultural, technological, social, political, mythological, and cosmological situations. We will work with textbook information and a number of primary sources.

The organizing theme of our inquiry is love in its cosmic, planetary, spiritual, affectional, romantic, and erotic manifestations. Love, as the ecology of life, is the link between culture and nature. This thematic continuity allows an exploration of love's infinite forms of expression and the ever-changing cultural constructions related to it.



The course will be a bilingual educational space where participants express themselves in the language they choose and are open to reading and listening to the language that others choose. In this PRESENTIAL EDITION, less than 25 % of class meetings are scheduled online. The proper norms of access and security will be followed according to parameters and systems in use. Good listening values diversity and expands the horizon of participants' thinking. All exams and tests will be administered in Spanish and English.



Serena Anderlini-D'Onofrio, PhD, believes that “a world where it is safe to love is a world where it is safe to live,” and intends to create that world with her sacred activism. She is the editor of *Ecosexuality: When Nature Inspires the Arts of Love* (2015), the first world wide collection of writings on this topic. Her *Eros* (2006) is a *roman à clef* about her younger life. Her *Gaia and the New Politics of Love* (2009) is a founding text of ecosexual theory. She is a scholar activist and a participant observer in the communities she studies. Her books include *BiTopia* (2011), *Bisexuality and Queer Theory* (2010), *Plural Loves* (2005), *Women and Bisexuality* (2003), and *The “Weak” Subject* (1998). She is working on *Amorous Visions*; on *Talking with Gaia*; and on *Occupy the Heart*. She has taught Humanities for over 10 years.

HUMANITIES 3112 – Presential Edition

Studying the Humanities from the Point of View of Love: From 1500 to the Present Time

1. LEARNING MANAGEMENT SYSTEM

The LMS for this course will correspond to a certified and approved LMS for the UPRM campus. Students will enroll in the online course on the corresponding LMS page. Online learning time will constitute less than 25 % of total learning time.

2. OFFICE HOURS

Office hours will be presential on the days when the class meets presentially.

Long-distance office hours will be held on the days when the class meets online.

Presential and Long-Distance Office Hours: T-TR 1:00-3:00 and 5-5:30 pm.

Presential Location: Chardon 508-B - Phone 832 4040 #3192; message #3160.

Long-Distance Locations: Email: serena.anderlini@upr.edu, cell (text or call) 787 538 1680.

For online attendance lecture periods only: YouTube Channel for SerenaAnderlini.

For open online exam periods, the above plus the designated LMS.

Long-distance access and supervision will be extended throughout open online exam periods.

3. PERSONAL EVOLUTION and TRANSFORMATION

What is more personal than love? When we make love the leading theme of a humanities course, we encourage a process of personal evolution and transformation. In each group, this is marked by an opening circle and a closing circle. In the opening circle, participants set intentions for the experience of learning in the course. In the closing circle, participants appreciate the quality of what they've learned and the experience of doing so.

4. AVISO IMPORTANTE

Este curso es un espacio educativo bilingüe. Los dos idiomas usados son inglés y español. El conocimiento de inglés es bien importante, como el de español. Los materiales usados son en español cuando disponible, y en inglés cuando necesario. Las clases se darán en inglés y en español. Los exámenes, las presentaciones, las preguntas por discusión y otras tareas se podrán entregar en español o en inglés. Cada participante en el curso puede cambiar/escoger el idioma en uso en cada momento, con el compromiso por todos de una escucha respetuosa y atenta. Estudiantes con problemas de redacción deben dirigirse al **Centro de Redacción** del idioma en que desean escribir sus pruebas bien temprano en el semestre.

5. COURSE DESCRIPTION

The purpose of this course is to familiarize students with the styles, tropes, endeavors, exchanges, and traditions that constitute western culture, and to invite students to think critically about them. We will focus on three ages:

The Age of Global Interdependence (1500-1800)
The Age of Revolution, Industry, and Empire (1750-1914), and
The Age of Contemporary Global Realignment (1914 to the Present).

As our study proceeds, we will exercise the art of analytical observation. For each period we will trace a global horizon and focus on interrelated aspects related to historical, geographical, cultural, technological, social, theoretical, and biological situations. We will work with textbook information and a number of primary and secondary sources from the periods we study. These sources are from cultural traditions typical of the west, even as they reflect wider influences. Their shared theme is love in its cosmic, planetary, spiritual, affectional, familial, social, romantic, and erotic manifestations. Love, as the ecology of life, is understood as the link that sustains the relationship between culture and nature.

The story of the western tradition will be examined as a metanarrative that begs three main questions:

1. Anecdotal theory: when Gandhi was asked what he thought about western civilization, he supposedly answered: "it would be a great idea!" Is western civilization really civilized, and in that case, what do we mean by civilization?
2. If western civilization is about "our" past, then what is the role of the Caribbean and Puerto Rico in it? How can we adapt its metanarrative to our situated reality?
3. What are the distinctive characteristics of western civilization and what would the world look like if they were applied on a planetary scale? To what extent is western civilization ecologically sustainable?

6. OBJECTIVES

The course is designed to guide students toward the following **objectives**:

1. A critical awareness of how the concept of western civilization has been constructed throughout the past our culture chooses to remember and of how this concept affects the present.
2. A good understanding of the 500+ years in world history that constitute the Post-Colombian Era, including the “Age of Global Interdependence” (1500-1800), the “Age of Revolution, Industry, and Empire” (1750-1914), and the “Age of Global Realignment” (1914 to Present).
3. An integrated awareness of the geophysical locations, belief-systems, cultural effects, technologies, behaviors, imaginations, values, wisdom and myths of the numerous and evolving cultures and people of this era.
4. A good understanding of historical transitions among eras, including their cultural styles and effects, from the Middle Ages to the Renaissance or Early Modern Era, and then to Neoclassicism, to Modernity, and Post Modernity.
5. A good understanding of how human cultures evolved in all world regions throughout these time periods, and of the effects of Western Culture in all world regions, including different styles of exploitation and domination practiced by colonial powers including Portugal, Spain, England, France, the Netherlands, Germany, Italy, the USSR and the United States.
6. An enhanced awareness of how the metanarratives of history affect the microcosms of personal existence via thematically organized readings from each era.
7. A wider perspective on how the energy of love manifests and on how humans have practiced the arts of love in a variety of ways across time and space.
8. A well honed practice of operating as a responsible member of a self-servicing learning community that loves knowledge and practices the art of analytical observation.
9. An enhanced familiarity and well honed attunement with online learning, its structures, practices, systems, and communities.

7. LOCATIONS

At Home. To fully benefit from the learning experience this course offers, students are responsible for preparing for class in the following ways: reading carefully the assigned materials, respond by noting impressions, and bringing questions to class for discussion.

In Your Digital Study Hub. To better benefit from the digital aspects quality of the course, students are encouraged to organize a Digital Study Hub for themselves. This Hub will preferably be located in an area with **high-speed internet connection** of a good bandwidth. The space will preferably be comfortable and conducive to good focus. Students will preferably equip themselves with an **efficient tablet or laptop** computer. While in the Hub, students are welcome to use available distance learning materials, including Online Lectures on video, which can be use for purposes of studying the historical content and reviewing in preparation for exams. They will also be responsible for **accessing readings and other course materials**, and for taking and/or uploading the major tests of the course, including **multiple-choice question exams, identification question exams, and reports.**

In Class. Students are responsible for **being fully present** to, and for **participating in class activities**, including: following instructions, respecting a professor's time and space, reading, commenting, responding to questions, sharing insights and impressions, focusing, respecting other people's learning space and rhythm, waiting for one's turn to speak, and participating in fiduciary peer-review grading sessions.

Preparation for class and quality of participation in class will be evaluated as a significant part of the final grade.

8. EXAMS, QUIZZES, REPORTS and added OPTIONS and MODALITIES to ACQUIRE COURSE CREDENTIALS

EXAMS

There are FOUR significant **online exams** in the course.

- The Introduction to the Course **quiz** designed to assess students understanding of course, its objectives, responsibilities and syllabus.
- The **first exam** covers the Age of Global Interdependence (1500-1800) and is based in multiple-choice questions.
- The **second exam** covers the Age Revolution, Industry and Empire (1750-1914) and is based in multiple-choice questions.
- The **third exam** covers the entire course with an emphasis on the Age of Global Realignments (1914-present), and it includes multiple-choice, matching, and multiple answers questions.

The exams will be posted on the LMS (Learning Management Systems) in use. Exams will be open for a limited time period. For secure identity reasons, an ACCESS CODE to the exam will be provided when the online exam opens.

- Another important test is the **Report of a Personal Experience**, a composition also to be uploaded to the LMS system.

The scheduling of these exams and tests is available in the CALENDAR section below.

The FINAL EXAM, offered PRESENTIALLY on FINALS WEEK, is a recapitulation of the three exams listed above.

These three exams, plus the initial quiz, plus the final form about 60 percent of the final grade.

The remaining 40 percent is earned via attendance and the following modalities and options:

ADDITIONAL TESTING MODALITIES and OPTIONS. To acquire credentials toward the course grade, a number of other **modalities** and **options** are available. They include:

1. Attending class regularly, punctually, with preparedness, discipline, and attention, and at the meeting time of one's assigned session. (Up to one point per attendance.)
2. Attending online lectures regularly and in a timely way according to the course calendar, and marking one's attendance in the log below the video. (Up to one point per attendance.)
3. Participating in the capacitation workshops given in class about the LMS's in use. (Up to 5-7 points per session, with a maximum expected of two sessions.)
4. Speaking in class during a discussion session and acquiring participation points. (Up to one point per act of participation.)
5. Being in charge of technical service to the learning community and earning facilitation points. (Up to one point per act of service.)
6. Leading the discussion for one of the class readings, as one in a small group. (Up to 15 points per discussion lead per student. See **Appendix I.**)
7. Preparing a written report about the personal experience of reading about love in a particular assignment of the course. (Up to 20-40 points per report, with a maximum of one report per person. See **Appendix II.**)
8. Participating in a designated local cultural event and preparing a written report about one's participation. (Up to 20-40 points per report, with a maximum of one report per person. See **Appendix III.**)

Please Note: It's important to earn points in all these modalities and options, or at least in a vast majority of them. In exercising any of these modalities and options, each student is responsible for choosing the language in which he or she would like to perform. Evaluation is no based on the language chosen, but on the substance and quality of the assignment.

9. GRADES and PERCENTAGES

A = 100-91

B = 90-81

C = 80-71

D = 70-61

F = 60-0

10. RESPONSIBILITIES

1. **Contact Hours.** Each group is responsible for complying with the prescribed 45 hours of contact per semester. These include a mixture of presential and online hours.
 - A. **Presential hours** will be dedicated to: understanding the class syllabus, workshops to train in the LMS in use, choosing and organizing discussion-leadership small groups, lecturing about the ages studied and discussing their respective readings, attending cultural events significant to the course, and much more.
 - B. **Online hours** may include hours attending lectures on video, hours spent online on exams and other tests, and other online tasks. The proportion of online and presential hours is less than 25 % to more than 75 % respectively. (A total of 7 out of 30 regular class meetings may be attended online.)
2. **Sections, Transfers, and Exceptions.** Each student is responsible for attending class with the same section during the whole semester. Transfers to another section must be negotiated in the first week of the semester. They are not granted. Once a transfer happens it is final. Exceptionally, a student will be allowed to attend class on a given day at a different time from schedule. This is allowed by permission only.
3. **Enrolling in the designated LMS.** Each student is responsible for enrolling in the designated LMS website(s) for the course, for downloading reading assignments, textbook files, and all other necessary documents. An LMS is a Learning Management Servers capable of receiving assignments in digital form and performing other organizational tasks for the course. Students will receive as-hoc instructions as these evolve.
4. **Digital Devices.** Each student is responsible for bringing to class the materials necessary for each meeting, including writing and reading materials. Reading materials can be displayed in digital form on an appropriate device such as a well-charged laptop or a tablet. Smart phones are not allowed. It's also very important for each student to be equipped with an effective digital device to be used during Digital Study Hub hours.
5. **Writing Center.** Students with writing challenges are responsible for detecting these early in the semester and getting tutoring in their language of choice at the **Centro de Redacción/Writing Center**, in Celis 323, on M-F, 8:30-4:30.

11. TEXTBOOK and READINGS

TEXTBOOK. Bentley, Ziegel, and Streets. *Traditions and Encounters: A Brief Global History, Vol. 2: From 1500 to the Present*. McGraw-Hill, 2004, or any subsequent edition.

A digital file of necessary parts of this book is available on the course page in the designated LMS, under Files, in Textobook.

READINGS 1-11. These files contain the texts of the primary sources from each era we study. They are available on the course page in the designated LMS, under Files, in Readings

For the Age of Global Interdependence (1500-1800), we read poems by Dante, Petrarca, Stampa, Labe, Franco, Shakespeare, we read Jean Racine’s neoclassical tragedy *Phedra*, two chapters of Giacomo Casanova’s *The Story of My Life*, and a selection of Montesquieu’s *Persian Letters*. Find these in readings # 1, 2, 3, 4.

For the Age of Revolution, Industry, and Empire (1750-1914), we read a selection from the revolutionary pamphlet *A Vindication of the Rights of Women* by Mary Wollstonecraft, a selection from Canto II of Lord Byron’s *Don Juan*, Shelley’s Romantic poem “Ode to the West Wind,” one chapter from Gustave Flaubert’s novel, *Madame Bovary*, and a section of Frederick Engels *The Origins of the Family, Private Property and the State*. Find these in readings # 5, 6, 7, 8.

For the Age of Contemporary Global Realignments (1914 to the Present), we read Sigmund Freud’s essay “On Femininity,” the Introduction to Betty Friedan’s *The Feminine Mystique*, and selections from bell hooks’ *All About Love*. Find these in readings # 9, 10, 11.

PLEASE NOTE: Many of the readings were originally written in French, German, or Italian. We use current translations to either English, or Spanish, or, when accesible, both. Please read in your favorite language, and make sure you stay apace with the course. Many participation points are earned in class during a reading and comment session.

11A. GUIDE to the ONLINE LECTURES 1-9.

1. This edition of Humanites 3112 is coordinated with a series of **Nine One-hour Videos** that cover the course’s introductory materials and the eight history lectures corresponding to the period.
2. The Chart below indicates the contents of each Lecture and the textbook chapters it refers to.
3. The Lectures are available for online attendance, for study purposes, and for content review. Students are encouraged to make the best and most agile use of them.

UPR MAYAGÜEZ
ARTS & SCIENCES
HUMANITIES

H-HUMANITIES 3112

- Introduction to Western Culture II: A Thematic Approach -

Studying the Humanities from the Point of View of Love:
From 1500 to the Present Time

HYBRID EDITION - ANY SEMESTER, 2016 AND BEYOND - TUE/DAYS, THURSDAYS

Professor Serena Anderlini-D'Onofrio, PhD

A SERIES OF NINE ONE-HOUR VIDEOS FOR THE
HISTORY LECTURES OF THE COURSE

A 2015
COPRODUCTION OF
ARTES Y CIENCIAS, RECINTO UNIVERSITARIO DE MAYAGÜEZ, UPR,
3WAYKISS, PUERTO RICO, and
VERITAS PRODUCTIONS, MUMBAI

2. CHART OF BOOK CHAPTERS and SERIES of ONLINE LECTURES

NOTE: This chart applies to every edition of *Traditions & Encounters*. Make sure you locate Chapters by Title and by the Part they're in, NOT by number.

To view the Lectures, go to Playlist "H-Huma3112 - Humanities and Love – Part II."

This is the link: <https://www.youtube.com/playlist?list=PLSR-dwq0vlhyHMO2A-W1EVSMuAy8wyLGe>

COORDINATION TABLE		
H-HUMA-3112 - HUMANITIES and LOVE		
COURSE CONTENTS - TEXTBOOK T & E VOL 2 - NINE-LECTURE SERIES FOR HUMA 3112 LOVE		
COURSE CONTENTS		LECTURE #
INTRODUCTION TO THE COURSE		Lecture # 1
Introduction to the Syllabus		
Review of the Renaissance		
TEXTBOOK - PARTS - CHAPTER TITLES	PARTS V, VI, VII	
	PART V	
Part 5 The Origins of Global Interdependence, 1500-1800 1. Transoceanic Encounters and Global Connections 2. The Transformation of Europe 3. New Worlds: The Americas and Oceania 4. Africa and the Atlantic World 5. Tradition and Change in East Asia 6. The Islamic Empires	Introduction	Lecture # 2
	Chapter 1	
	Chapter 2	
	Chapter 3	Lecture # 3
	Chapter 4	
	Chapter 5	
	Chapter 6	
	PART VI	
Part 6 An Age of Revolution, Industry, and Empire, 1750-1914 1. Revolutions and National States in the Atlantic World 2. The Making of Industrial Society 3. The Americas in the Age of Independence 4. The Building of Global Empires	Introduction	Lecture # 3
	Chapter 1	Lecture # 4
	Chapter 2	Lecture # 5
	Chapter 3	
	Chapter 3, Cont'd	Lecture # 6
	Chapter 4	
	PART VII	
Part 7 Contemporary Global Realignments 1. The Great War: The World in Upheaval 2. An Age of Anxiety 3. Nationalisms and Political Identities in Asia, African and Latin America 4. New Conflagration: World War II 5. The Bipolar World 6. A World Without Borders	Introduction	Lecture # 6
	Chapter 1	Lecture # 7
	Chapter 2	
	Chapter 2, Cont'd	Lecture # 8
	Chapter 3	
	Chapter 4	
	Chapter 4, Cont'd	Lecture # 9
Chapter 5		
Chapter 6		

12. CALENDAR

The calendar is subject to change, according to necessity. Bi-Weekly Session: Meets T-Tr 3:30-4:45 in Chardon 228. Weekly Session: Meets on Thursday 5:30-8:20 in Chardon 226. Each week the bi-weekly and the weekly session will cover the same materials. The bi-weekly session will cover on Tuesdays what the weekly session covers on the first half of the class meeting on Thursdays. When an online lecture or an online exam is scheduled, students are expected to attend the lecture and/or take the exam online within a 24-hour period.

	WEEK ONE	
Thursday	_____	<p>Introduction to the Course: Opening circle: Setting Intentions Reading and Understanding the Syllabus --Introducing the Textbook --The West in a global context: The Theme of Love</p>
Tuesday	_____	<p>Introduction to the Course: Further understanding of the Syllabus --The work online and the LMS System: --Online attendance and Lecture Videos Reading from <i>T&E</i>, Vol 1, Ch 19, p. 344-46, Renaissance Introduction to the Course: Introduction to the Syllabus and Review of the Renaissance Also available from Online Video for Lecture # 1</p>
	WEEK TWO	
Tuesday	_____	<p>Reading # 1: Poetry, Dante, Petrarca, Stampa, Franco, Labe, Shakespeare Introduction to film: <i>Dangerous Beauty</i>, the poet/courtesan in early modern Italy</p>
Thursday	_____	<p>ONLINE ATTENDANCE # 1: FILM Film <i>Dangerous Beauty</i> (112 minutes) ONLINE QUIZ # 1 FOR LECTURE # 1</p>
	WEEK THREE	
Tuesday	_____	<p>Class discussion of film Introduction to and organization of the course: Credit Modalities: Exams, Reports, Attendance, Participation, Service, Leadership Formation of Leadership Discussion Groups, Appedix I Introductory Materials: Also available from Video # 1 – Lecture # 1</p>

Thursday	_____	IN CLASS ATTENDANCE: Video for LECTURE # 2 Introduction to <i>T&E</i> , Vol 2 Part V: The Origins of Global Interdependence, 1500-1800 Introduction, Chapters # 1 and # 2
	WEEK FOUR	
Tuesday	_____	IN CLASS ATTENDANCE: Video for LECTURE # 3 Part V: Chapters # 3, 4, 5, 6 Part VI: An Age of Revolution, Industry, and Empire, 1750-1914 , Introduction
Thursday	_____	Absolutism, neoclassicism, the <i>Ancien Régime</i> , the Enlightenment Class Discussion Reading # 2: Racine's <i>Phaedra</i>
	WEEK FIVE	
Tuesday	_____	Visual Presentation: The Arts The Two Phases of Modernity: Enchantment and Control
Thursday	_____	IN CLASS ATTENDANCE: Video for LECTURE # 4 <i>T&E</i> , Part VI: An Age of Revolution, Industry, and Empire, 1750-1914 Chapter # 1: Revolutions in the Atlantic World
	WEEK SIX	
Tuesday	_____	Readings # 3, 4, 5, 6: Casanova's <i>Life</i> , "Bellino" chapters; Montesquieu's <i>Lettres Persanes</i> , selections; Pascal, selection; Romantic poems "Ode to the West Wind," <i>Don Juan</i> , Canto II, Stanza 111 (CXI) to end; and Wollstonecraft's <i>Vindication of the Rights of Women</i> .
Thursday	_____	Introduction to Reports: Personal experience, Appendix II
	WEEK SEVEN	
Tuesday	_____	Readings # 3, 4, 5, 6, cont'd: Casanova's <i>Life</i> , "Bellino" chapters; Montesquieu's <i>Lettres Persanes</i> , selections; Pascal, selection; Romantic poems "Ode to the West Wind" and <i>Don Juan</i> , Canto II, Stanza 111 (CXI) to end; and Wollstonecraft's <i>Vindication of the Rights of Women</i>
Thursday	_____	IN CLASS ATTENDANCE: Video for LECTURE # 5 <i>T&E</i> , Part VI: An Age of Revolution, Industry, and Empire, 1750-1914 Chapters # 2, Industrial Societies, # 3, Americas in the Age of Independence
	WEEK EIGHT	
Tuesday	_____	Review and preparation for Exam I

Thursday	_____	ONLINE EXAM I: The Age of Global Interdependence
	WEEK NINE	
Tuesday	_____	IN CLASS ATTENDANCE: Video for LECTURE # 6 T&E , VOL 2, Part VI: The Age of Revolution, Industry, and Empire, 1750-1914) Chapters # 3 (cont'd) and # 4, (Global Empires) Part VII: Contemporary Global Realignment, 1914-Present Introduction
Thursday	_____	Readings # 7, 8: Chapter from Flaubert's novel <i>Madame Bovary</i> ; from Engels's <i>The Origin of the Family, Private Property, and the State</i> , selections. Nineteenth century history and culture in the context of Engels's and Flaubert's thought about the family
	WEEK TEN	
Tuesday	_____	Readings # 7, 8: Cont'd Discussion: Nationalism, socialism, anarchism, realism, naturalism, imperialism, 19 th century history and the idea of progress Recapitulation of Readings and Respective Eras
Thursday	_____	ONLINE EXAM II: The Age of Revolution, Industry, and Empire
Late March-Early April: STUDENT EVALUATION PERIOD		
	WEEK ELEVEN	
Tuesday	_____	IN CLASS ATTENDANCE: Video for LECTURE # 7 Introduction to T&E , Vol 2, Part VII: Contemporary Global Realignment Chapters # 1, The Great War, and # 2, The Age of Anxiety
Thursday	_____	IN CLASS – Review of Video Lectures Parts V and VI Questions, observations, comments? Readings # 9, 10, 11: Freud's "On Femininity"; Friedan's <i>The Feminine Mystique</i> , selections; and bell hooks <i>All About Love</i> .
	WEEK TWELVE	
Tuesday	_____	USUALLY: A FRIDAY FOR RUM CALENDAR
Thursday	_____	IN CLASS ATTENDANCE: Video for LECTURE # 8 T&E Vol 2, Part VII, Chapters # 2 (cont'd), # 3, Asia, Africa, Latin America, and # 4, World War II

WEEK THIRTEEN

Tuesday _____ **Readings # 9, 10, 11 cont'd:** Freud's "On Femininity"; Friedan's *The Feminine Mystique*, selections; and bell hooks *All About Love*.

Tuesday _____ **LAST DAY TO DROP COURSE**

Thursday _____ **IN CLASS ATTENDANCE: Video for LECTURE # 9**
T&E Vol 2, Part VII, Chapters # 4 (cont'd), # 5 The Cold War Era, and # 6, World without Borders
 Review and Preparation for **Exam III**
Last day to turn in Written Reports

WEEK FOURTEEN

Tuesday _____ **ONLINE ATTENDANCE 12: EXAM III, The Age of Global realignments, multiple-choice, matching, and multiple answers questions**

Thursday _____ Film: ***Goodbye Gauley Mountain, An Ecossexual Love Story***

WEEK FIFTEEN

Tuesday _____ Reading of Reports on Personal Experiences (and designated Cultural Events)

Thursday _____ **Closing circle:** Revisiting intentions, appreciating outcomes and envisioning future possibilities

WEEK SIXTEEN

Tuesday _____ Review and preparation for FINAL EXAM, offered PRESENTIALLY on Finals Week

REPASO PERIOD: _____

FINAL EXAM PERIOD: _____

APPENDIX I

ORAL REPORTS ON COURSE READINGS – CLASS-DISCUSSION LEADERSHIP					
Readings by Authors' Names	Sign up for at least two. Read very carefully the chosen reading. You will be leading the discussion in class.				
	Person # 1	Person # 2	Person # 3	Person # 4	Person # 5
2. Racine					
3. Casanova					
4. Montesquieu					
5. Wollstonecraft					
6. Byron					
6A. Shelley, Keats					
7. Flaubert					
8. Engels					
9. Freud					
10. Friedan					
11. hooks					

APPENDIX II

PERSONAL EXPERIENCE – SEMESTER _____ YEAR _____					
<p>A. Read carefully at least 4 readings and relate emotionally to each of them.</p>			<p>B. Write a detailed report on one reading and the experience of the emotion of love it helped you understand (1-2 pages, typed, double spaced).</p> <ol style="list-style-type: none"> 1. What’s inspiring to you about this reading? 2. What personal experience of love can you relate it to? 3. What are the parallels between your experience and the one described? 4. How did the reading help you better understand and express your emotions? 		
<p>C. Turn in report with complete list of readings you considered on or before _____</p>					
	TITLE	AUTHOR(S)	TIME/PLACE	WHAT	WHY
				Personal experience and emotion evoked by reading	Parallels and resonances between reading and your experience
1					
2					
3					
4					
5					

APPENDIX III

CULTURAL PARTICIPATION – SEMESTER _____ YEAR _____					
A. Participate in 1 to 3 designated events			B. Write a detailed report on one of them (your favorite), 1-2 pages, typed, double spaced		
			C. Focus on:		
			1. Observation: Description		
			2. Participation: What did you do? How did you feel?		
			3. Relation with course's themes		
			4. Quality of writing		
			D. Turn in report with complete list of events you participated in on or before _____		
	DATE	TIME	WHERE	WHAT	WHY
1					
2					
3					
4					