

HUMN 3302: Faith and Reason

CRN: 13334

Term: Fall B, 2023 (October 23-December 7)

Method: Online

Professor: Dr. Gary L. Kieffner

Preferred Method of Communication: Email and Zoom

Email: kieffner@utep.edu

Zoom: via Blackboard classroom

Phone Number: (915) 747-5508

Office Hours: Virtually via Zoom: M, T, W, 10-11 am

Course Information: What this Class Is About and What We will Do



COURSE DESCRIPTION


HUMN 3302 surveys the art, philosophy, and history that inform the social, political and religious institutions of World Culture from the centuries prior to the Common Era to approximately 1600 CE. The survey examines the arts of the era, relating them to political and social-historical contexts.

“World culture” is a broad label referring to vast and diverse historical periods, geographies, human societies, language groups, political and economic systems. This section of Humanities 3302 aids in the development of an understanding of ancient, Medieval European and early Renaissance religious belief, philosophy, literature, architecture, music and arts that have shaped contemporary European history and today’s World Culture. While drawing such regional and global interconnections, our foci shall particularly include: creation of the New Testament canon and western Christianity, intellectual tension between faith and reason in the medieval and Renaissance eras, persistence and transformation of the myth of “Rome,” development of Islamic culture in Iberia, the crusading impulse, the medieval aesthetic in art and architecture in relation to medieval philosophy, technology and world views, civic humanism and transitions from medieval to Renaissance mentalities, Renaissance arts, social constructs and anomalies, the ideals of chivalry and western romantic courtship, protestant reformation, and the results of experiences in the Americas for both Europe and the western hemisphere. We shall engage in discussion and application of key topics as we develop a more complete understanding of World Culture.

COURSE OBJECTIVES OR EXPECTED LEARNING OUTCOMES

At the end of this course, students will be able to:

<u>Student Learning Objective</u>	<u>Outcome</u>
Demonstrate the ability to consider different points of view and to work effectively with others to support a shared purpose or goal	 Teamwork Skills
Draw on existing knowledge bases to create “new” or “transformed” knowledge	 Critical Thinking Skills

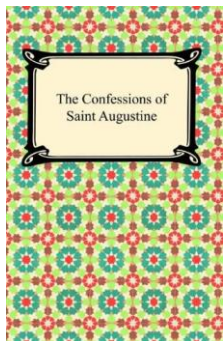
Engage as a community of writers who dialogue across texts	 Communication Skills
Understand selected historical arts and architectural elements of Europe	
Engage materials analytically to write a series of thoughtful essays	
Draw on musical and expressive genres to interpret arts and their times	
Develop an appreciation of Medieval and Renaissance arts and architecture	
Address the historic transition from western Christendom to the Enlightenment	
Develop content knowledge of assigned textbooks	

LEARNING MODULES

This course is designed using a modular format—that is, each week there are “packaged” modules so that the non-textbook materials, discussion boards, assignments, final examination, submission areas, and submission links are in one area scrolling down within the Content tab and within the Discussions tab. Most materials are in our Blackboard classroom in Content. At various times throughout the accelerated Fall B term, current modules, assessments and instructions will appear in Content, and in Discussions, in chronological order. The four assigned textbooks are available from the UTEP bookstore and other book vendors.

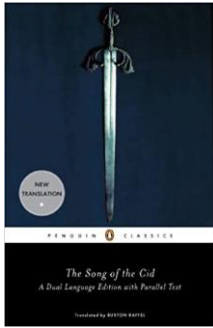
REQUIRED MATERIALS

There are four required textbooks:



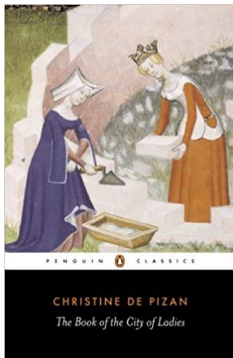
Saint Augustine and Arthur Symons, *The Confessions of Saint Augustine*. Overland Park, Kansas: Digireads.com Publishing, 2016. ISBN-13: 978-1420951967.

You may read any other legitimate translation of *The Confessions of Saint Augustine* for this class.



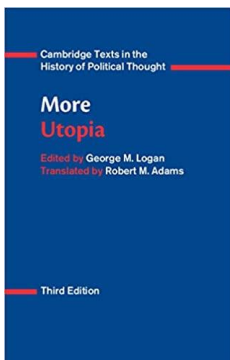
Anonymous, *The Poem of the Cid: Dual Language Edition*. London: Penguin Classics, 1985. ISBN-13: 978-0140444469.

You may read any other legitimate edition of *Poem of the Cid* for this class.



Christine de Pizan and Rosalind Brown-Grant, *The Book of the City of Ladies*. London: Penguin Classics, 2000. ISBN-13: 978-0140446890.

You may read any other legitimate edition of *The Book of the City of Ladies* for this class.

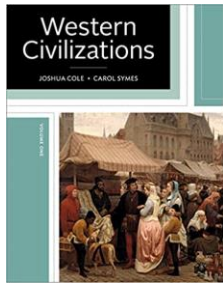


Thomas More, *Utopia*. Cambridge: Cambridge University Press, 2016. ISBN-13: 978-1107568730.

You may read any other legitimate edition of *Utopia* for this class. Textbook covers also may possibly be different from the ones depicted on this syllabus.

Other course materials are located in Content and in Discussions, including YouTube video links and required assessments. You must read and be familiar with all of the information in the assigned textbooks and other materials, in accordance with the Assignment Schedule of this syllabus.

SUPPLEMENTARY BOOK:



Joshua Cole and Carol Symes, *Western Civilizations: Their History and Their Culture*. Volume 1: Chapters 1-16. New York: W. W. Norton and Company, 2017.

COURSE ASSIGNMENTS AND GRADING

All assessments for this course can be found by clicking on the appropriate links in Content and in Discussions.

Grade Distribution:

500-450 = A 449-400 = B 399-350 = C 349-300 = D 299 and Below = F

- 200 Points: Discussion Boards
- 100 Points: Essay 1
- 100 Points: Essay 2
- 100 Points: Final Examination (including an essay section)

No extra credit will be offered in this class. You must complete all required assessments so that you may earn a favorable grade. Your final grade corresponds to your cumulative earned points compared to this list and its five hundred point grading scale, not an overall percentage from work attempted.

Discussion Board (5X40=200 pts.):

Beginning in Week 1, I will assign a new topic and questions for discussions based on some currently assigned readings and materials, outside resources and research, your creativity and ability to draw intuitive interconnectivity. **You select one or more of the assigned topics.** You will discuss each selected topic. **Some topics require brief topical research of outside sources that you must find and peruse.** Book citations with page numbers, from one corresponding (required) textbook assigned for that particular discussion, are required in every discussion response post.

There are a total of five such discussions. Each discussion will appear in our Blackboard classroom. You must write a minimum of three posts in each discussion:

A) One original initial thread post in which you address my topical question(s).

You must post your own initial thread post no later than Tuesday of the assigned week of the discussion topic. The initial thread post is your first post for that discussion. It must address my discussion question(s) with a minimum of 500 words. (There is no maximum word count.)

You will be able to view other students' posts only after you first submit your own original initial thread post.

B) At least two response posts addressed to two or more fellow students' initial thread posts, within their initial threads.

Response posts must be posted no later than Thursday of the applicable week, with a minimum of 100 words in each post. (There is no maximum word count.) Each post should explain how or why you agree and/or disagree with your classmates' ideas.

You are required to **cite pages from a designated assigned textbook for that week, using APA, MLA, or Chicago style citations.** Cite the book that is required for that particular Discussion, according to the directions; it will be one of the following: *The Confessions of Saint Augustine, The Poem of the Cid, The Book of the City of Ladies, or Utopia.* Use your citations **in your response posts within your classmates' initial thread posts, to support your ideas.** Discussion posts will be graded based on their quality. Please use complete sentences, proper spelling, grammar and syntax. Avoid text message language, colloquialisms, contractions and casual speech. All posts (both original thread posts and response posts) in the discussion board should contribute in at least one of the following ways:

- Integrate various main ideas from the textbook(s).
- Thoughtfully describe what the concept and/or issues mean, from your perspective.
- Synthesize ideas from multiple posts.
- Agree and elaborate in more detail on a viewpoint.
- Disagree, and explain or describe your perspective or ask a new question.
- Evaluate/analyze the reasonableness or quality of a classmate's ideas.
- Identify hidden assumptions, fallacies, or things taken for granted.
- Apply the principles or concepts of the readings to real life.

You will find additional specific details for the Discussions in my emailed announcements, which will also appear in the Announcements link on the left-hand column of your Blackboard classroom, at appropriate times according to the Assignment Schedule section of this Syllabus, below.

Two Essays (2X100=200 pts.):

You will individually write two essays based on topics assigned by the instructor. The instructions and drop boxes are in Blackboard "Content" and one is already available. You will submit your essays, in the Blackboard drop boxes only, no later than their due dates at 11:59 PM, US Mountain Time Zone.

Final Examination (100 pts.):

The final examination is a take-home exam. Exam material is drawn from the textbooks, other readings and course content. You will find additional details for the Final

Examination and the drop box, one week prior to its due date, in Blackboard “Content” near the bottom of the page. The Exam will include an essay section with an essay topic similar to the ones previously assigned.

You must wait for the Final Exam to appear in Blackboard, and to discover its structure at that time. The exam will not be given early and no further information about it will be disclosed prior to the proper time.

There is no extra credit for this course.

Attendance and Participation:

For this online course, attendance is not graded. Participation is required and it affects your grade. Attendance and participation may possibly be reported to the University for administrative purposes.

You are encouraged to complete all required assessments so that you may earn a favorable grade. Your final grade corresponds to your cumulative earned points only, as per the list above, not an overall percentage from work attempted.

TECHNOLOGY REQUIREMENTS

Course content is delivered via the Internet through the Blackboard learning management system. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have access to a desktop computer or laptop. You should **not** use any iPod, iPad, tablet, smart phone or other small device for this course, so that you may have no technical problems.

You will need to download or update the following software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP’s Microsoft Office Portal. Click the following link for more information about [Microsoft Office 365](#) and follow the instructions.

IMPORTANT: If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP [Help Desk](#) as they are trained specifically in assisting with technological needs of students. Please do not contact me for this type of assistance.

Course Communication: How We will stay in Contact with Each Other

Because this is an online class, we will not see each other in the ways you may be accustomed to. There are no class times, no small group meetings, and the office hours are online. However, there are a number of ways we can keep the communication channels open.

Zoom and Email are my preferred methods of contact. An online Zoom Office Hours link is available in our Blackboard classroom. Alternatively, if you would rather have a live meeting or chat via Skype or Messenger, first notify me **via email** that you wish to send me a contact request (that must include your name, the class and section number, above). For a live phone call you may use my mobile number, which I can provide upon request.

- **Office Hours:** We will not be able to meet on campus, but I will still have office hours for your questions and comments about the course. My office hours will be held on Zoom via the link in our Blackboard classroom, and during the following times:

Mondays: 10-11 a.m. Mountain Time

Tuesdays: 10-11 a.m. Mountain Time

Wednesdays: 10-11 a.m. Mountain Time

My physical office location is in Liberal Arts room 320 on the El Paso main campus. However, I will not regularly be on campus this semester.

- **Email:** UTEP e-mail is one of the best ways to contact me. I will make every attempt to respond to your e-mail within 24-48 hours of receipt. When e-mailing me, be sure to email from your UTEP student account, not an external email account. Do not include links or carbon copy to any external email or external cloud. In your email, please write your name, HUMN 3302 and the CRN number in the subject line. In the body of your e-mail, clearly state your question. At the end of your e-mail, be sure to include your first and last name, and the last four digits of your university identification number.
- **Message Board:** If you have a question, you may post it in the Message Board inside of Blackboard.
- **Announcements:** Check the Blackboard announcements frequently for any updates, deadlines, or other important messages.
- **Alternative Skype or Messenger Contacts:** available upon your request via UTEP email.

NETIQUETTE

You must uphold a mature level of interaction with fellow students and with the instructor. When you post anything in Blackboard or communicate via any other medium, **please respect other students, showing courtesy in all interactions.**

As we know, sometimes communication online can be challenging. It is possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these netiquette (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action.

- Always consider your audience. This is a college-level course; therefore, all communication should reflect polite consideration of others' ideas.
- Respect and courtesy must be provided to classmates and to the instructor at all times. **No harassment or inappropriate postings will be tolerated.**

- When responding to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.
- Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted in these online spaces is intended for classmates and professors only. **Please do not copy documents and paste them to a publicly accessible website, blog, or other space.**

Course Policies: What do you Need to Do to be Successful in the Course

You are responsible for understanding and abiding by the policies and procedures described below. Any problems that I encounter in this course may be reported to the Dean of Students.

ATTENDANCE, PARTICIPATION, AND ABSENCE POLICY

I measure student attendance and participation in this course according to the date and time of a student's most recent Blackboard log-in and by the number of assignments and assessments completed. Your final letter grade is measured by the cumulative grades of all assignments and assessments that are assigned, not by your attendance. Although attendance in the course hardly affects your grade, participation is a critical component of your grade. Attendance and participation may possibly be important for University or organizational administrative purposes.

DEADLINES AND LATE WORK

All assignments and assessments will be due on either Tuesdays or Thursdays at midnight (11:59 PM). The grades of any late works submitted for a grade after their deadlines will decrease at the rate of ten percent of the total possible value, per day late, with the exception of work due after Week 4. In the case of these later weeks, **submissions may not be late.** No late submissions will be accepted after that time, and no excuses will be accepted. As assessment deadlines are rigorous during the latter weeks of the course, they cannot be made up after the deadline.

EXCUSED ABSENCES AND COURSE DROP POLICY

There are no excused absences. You are entitled to drop this class with a grade of "W" until the official university drop deadline, as described in the Schedule of Classes and the University Catalog. You are responsible for dropping the class. There will be no faculty-initiated drops, except under special circumstances. If you feel that you are unable to complete the course successfully, first contact the Registrar's Office to initiate the drop process, then let me know that you have done so. If you do not, then you are at risk of receiving an "F" for the course.

ACCOMMODATIONS POLICY

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented physical or other challenges in order to provide them with equal opportunities to participate in

programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a challenge must register with the UTEP Center for Accommodations and Support Services (CASS). Contact CASS at 915-747-5148, email them at cass@utep.edu, visit their website at <https://www.utep.edu/student-affairs/cass/> or apply for accommodations online via the CASS portal.

It is your responsibility to speak with a counselor in order to receive necessary help. Within the first week of the beginning of the term, you must provide documentation from CASS in order to receive any accommodation(s). You must also consult the instructor in order to ensure timely accommodation. Failure to contact CASS, provide documentation, and consult the instructor in a timely manner may delay such accommodation(s) being made.

COVID-19 PRECAUTIONS

Please stay home if you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodations. If you have tested positive for COVID-19, you are encouraged to report your results to covidaction@utep.edu, so that the Dean of Students Office can provide you with support and help with communication with your professors. The Student Health Center is equipped to provide COVID 19 testing.

The Center for Disease Control and Prevention recommends that people in areas of substantial or high COVID-19 transmission wear face masks when indoors in groups of people. The best way that Miners can take care of Miners is to get the vaccine. If you still need the vaccine, it is widely available in the El Paso area.

SCHOLASTIC INTEGRITY

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as ones' own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the Office of Student Conduct and Conflict Resolution (OSCCR) for possible disciplinary action. To learn more, please visit HOOP: Student Conduct and Discipline.

GUIDANCE ON ARTIFICIAL INTELLIGENCE

The use of generative AI tools such as Chat GPT is not permitted in this course. You may not use AI tools to complete any activities.

Students must cite any borrowed content sources to comply with all applicable citation guidelines, copyright law, and avoid plagiarism. Instances that violate these guidelines will be referred to the Office of Student Conduct and Conflict Resolution.

COURSE MATERIALS COPYRIGHT AND NON-DISCLOSURE STATEMENT

This Class Syllabus constitutes a contractual agreement between the student and the instructor as agent for the University of Texas at El Paso. All students enrolled in this class are legally bound by the following two paragraphs:

All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.

Violations of this regulation may be subject to, and punishable by, local, state or federal statutes. Criminal or civil legal remedies may be pursued by the Board of Regents, the University of Texas at El Paso, or the instructor.

DISPUTED GRADES

If you disagree with a grade, you should consult the instructor.

EXTERNAL LINK DISCLAIMER

This course may contain links to external sites neither owned nor maintained by UTEP. UTEP bears no responsibility for the accuracy, legality, or content of external sites or for that of subsequent links. In addition, the terms of use, security policies, and privacy policies may differ from those of UTEP. Contact the external site for answers to questions regarding its content, terms of use, and policies.

Course Resources: Where you Can Go for Assistance

UTEP provides a variety of student services and support:

Technology Resources

- Help Desk: To successfully navigate the Blackboard classroom or seek other technical support, new students are encouraged to click the question mark near the bottom of each page, or click the “Technology Support” link, located near the top of the “Institution Page.” Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Technical support is available twenty-four hours a day, seven days a week via the Help Desk link or via email, chat, website, phone at 915.747.5257, or in person if on campus.

Academic Resources

- UTEP Library: Extensive Library resources, including Library research databases covering a wide variety of subject areas with thousands of full text articles and other materials as well as extensive e-books collections, and services are available online, 24 hours a day, seven days a week at <https://www.utep.edu/library/>. To find the library links within this course, click on the “Institution Page” link located in the “Blackboard” navigation bar on the left, then scroll down the page to find the library link.

The UTEP Library provides research assistance in creating search strategies, selecting relevant databases, and evaluating and citing resources in a variety of formats via its “Ask Us” service at <https://www.utep.edu/library/>. The Research Guides area of the library's website provides a search engine, research guides, scholarly article and other databases, and other resources along with technical and citation assistance.

- University Writing Center (UWC): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- RefWorks: A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.
- The Miner Learning Center: Join peer-led study sessions in person or online to review content and discover study strategies in core curriculum courses.
- UTEP Edge: UTEP's cross-campus framework for student success and empowerment – develops students' assets through high-impact experiences made possible by the expertise and dedication of faculty, staff, alumni, and community partners.

Individual Resources

- Student Success Help Desk (SSHD): Students experiencing challenges or obstacles to academic success including registration, financial, food, housing, and transposition resources may submit a ticket request assistance to studentsuccess@utep.edu
- Military Student Success Center: Assists personnel in any branch of service to reach their educational goals.
- Center for Accommodations and Support Services: Assists students with ADA-related accommodations for coursework, housing, and internships.
- Counseling and Psychological Services: Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.
- UTEP Food Pantry: Non-perishable food items are available to students who are currently enrolled in classes. Bring a Miner Gold Card to Memorial Gym, Room 105, Monday through Friday, 10 a.m. to 2 p.m.
- For more information about other UTEP resources, visit the “Institution Page” in Blackboard and scroll down to find the links.

Student Course Evaluations

UTEP values its students' feedback. You will be asked to complete an online evaluation toward the end of the term. The primary purpose of this evaluation process is to assess the effectiveness of classroom instruction in order to provide the best learning experience possible and make continuous improvements to every class. Responses are kept confidential. Please take full advantage of this opportunity to provide your feedback.

Weekly Calendar

The following calendar provides an overview of the course. The course week begins on a Friday and ends on a Thursday night, with the exception of Week 1, which is shorter. The deadlines of all assessment completions and submissions are always on designated **Tuesday or Thursday** nights at 11:59 p.m. US Mountain Time. No late work will be accepted after Week 4.

This calendar and all items in this syllabus are subject to change at the discretion of the Instructor.

	Topic	Read and View	Assignments Due	Course Notes, and Assignments to Begin or Continue
Week 1 10/23 - 10/26	Ancient Civilizations and their Art	Modules 1 and 2: Phil Hansen, " Mesopotamia Art History Overview " (6 min) HarvardX, " Oracle of Delphi " (4 min)		Begin Discussions: initial threads and response posts due by Mondays and Thursdays of most weeks. Discussion 1 posts are due by 10/30 and 11/2, respectively. Begin Essay 1, due by 11/2.

<p>Week 2 10/27 -11/2</p>	<p>Ancient Greek and Roman Civilization, Art, and Religious Controversy, 1000-150 BCE</p>	<p>Saint Augustine and Symons, <i>The Confessions of Saint Augustine</i>, books I- VI Modules 3-5: Mary McConnell, "Introduction to Greek Art" (11 min) Ian Jenkins, "<u>The Human Body in Ancient Greek Art and Thought</u>" (1 hour, 12 min) Jacquelin E. Winston, on Arianism and theological conflict in the Church (Module 5) Religion For Breakfast, "<u>What Did Gnostic Christians Believe?</u>" (10 min)</p>	<p>Discussion 1 Initial Thread post due by Monday, October 30; and Discussion 1 response posts due by Thursday, November 2. Essay 1 due by Thursday, November 2.</p>	<p>Begin Essay 2, due by 11/23.</p>
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<p>Week 3 11/3- 11/9</p>	<p>Pre-Romanesque and Romanesque Architecture, three Carolingian Heirs, Al Andalus, and el Cid</p>	<p>Saint Augustine and Symons, <i>The Confessions of Saint Augustine</i>, books VII-XII</p> <p>Anonymous, <i>The Poem of the Cid</i>, first <i>cantar</i>.</p> <p>Modules 6 and 7:</p> <p>Beth Harris and Steven Zucker, "<u>Charlemagne and the Carolingian Revival</u>" (12 min)</p> <p>Art History Basix, "<u>Romanesque Art and Architecture</u>" (16 min)</p>	<p>Discussion 2 Initial Thread post due by Monday, November 6; and Discussion 2 response posts due by Thursday, November 9.</p>	<p>Continue Essay 2, due by 11/23.</p>
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<p>Week 4 11/10 - 11/16</p>	<p>The Medieval World, the Great Schism, Gothic Architecture, Literature and Experimental Science, 950-1405 CE</p>	<p>Anonymous, <i>The Poem of the Cid</i>, second and third <i>cantares</i>.</p> <p>De Pizan and Brown-Grant, <i>The Book of the City of Ladies</i>, part I.</p> <p>Modules 8-10:</p> <p>Maya Maskarinec, "Saints for All Christendom" (Module 8)</p> <p>Matthew Jones, "<u>Great Schism 1054 A.D.</u>" (4 min)</p> <p>Extract from Chrétien de Troyes, <i>Yvain, the Knight of the Lion</i>, (Module 9)</p> <p>patricIA Bostian, "<u>ENG 241 Lais of Marie de France</u>" (8 min)</p> <p>Mark Wilcken, "<u>What is Gothic Architecture?</u>" (6 min)</p> <p>Excerpt from Dante Alighieri, "Paradiso," (Module 10)</p> <p>M. Kokinov, "<u>Humanism and Petrarch</u>" (6 min)</p> <p>Science History Institute, "<u>Roger Bacon, Medieval Alchemy....</u>" (53 min)</p>	<p>Discussion 3 Initial Thread post due by Monday, November 13; and Discussion 3 response posts due by Thursday, November 16.</p>	<p>Continue Essay 2, due by 11/23.</p>
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<p>Week 5 11/17 - 11/23</p>	<p>Rebirth and Unrest, Renaissance Painting, Innovation and Exploration, 1350-1533</p>	<p>De Pizan and Brown-Grant, <i>The Book of the City of Ladies</i>, parts II and III.</p> <p>Modules 11 and 12:</p> <p>Excerpts from Geoffrey Chaucer, <i>Canterbury Tales</i>, 14th c. (Module 11)</p> <p>Timo Saastamoinen, "The Use of History in Late Medieval Guidebooks to Rome" (Module 11)</p> <p>A Bit of History, "<u>A Century of Disarray: The Avignon Papacy and the Western Schism</u>" (11 min)</p> <p>Artful Videos, "<u>The Four Canonical Painting Modes of the Renaissance: sfumato, unione, chiaroscuro, cangiante</u>" (4 min)</p>	<p>Discussion 4 Initial Thread post due by Monday, November 20; and Discussion 4 response posts due by Thursday, November 23. Essay 2 due by Thursday, November 23.</p>	<p>11/23 is Nikkomosachmiawene, a public holiday. The University is closed.</p>
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<p>Week 6 11/24 - 11/30</p>	<p>The Baroque, Dissent, Conformity, Imagining the Americas, and Europe in the Atlantic World, 1500-1660</p>	<p>Thomas More, <i>Utopia</i>, "Thomas More to Peter Giles," and books I and II, pp. 3-113.</p> <p>Modules 13 and 14:</p> <p>Feidhelm Ó Foghladha, "<u>Inquisition S01E02</u>" (45 min)</p> <p>Art History Basix, "<u>Baroque Italy</u>" (16 min)</p> <p>My powerpoint presentation on Pre-Columbian gender role constructs (Module 14), and</p> <p>My lecture on <u>Pre-Columbian gender role constructs</u> (12 min)</p>		<p>11/24 is an institutional holiday. The University is closed.</p> <p>Auto "W" date, the "drop deadline" is 11/30.</p> <p>Begin Discussion 5, initial thread and response posts: due by 12/4 and 12/7.</p> <p>Begin the Final Exam: due no later than 12/11.</p>
<p>Week 7 12/1- 12/7</p>	<p>Art, New Science, European Monarchies and Absolutism, 1660-1725; and all previous topics for the Final Exam</p>	<p>Modules 15 and 16:</p> <p>Rome Reports in English, "<u>Caravaggio, Velázquez, Bernini: Rome brings Seventeenth Century artworks to light</u>" (2 min)</p> <p>UNSW Science, "<u>SCIF1111 L4 'Science' and Witchcraft in the 17th Century</u>" (42 min)</p>	<p>Discussion 5 Initial Thread post due by Monday, December 4; and Discussion 5 response posts due by Thursday, December 7. Final Exam due by no later than Monday, December 11.</p>	