

# **HUMN 3302: Faith and Reason (ONLINE)**

**CRN: 25430**

**Spring 2021**

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Office Hours: Virtually via Zoom and Blackboard Collaborate: 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:

- 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

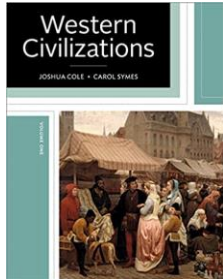
### **LINEAR COURSE FORMAT**

This course is designed in a linear chronological format so that all textbook lists, other course materials, notes, assessments, and submission links are located in Blackboard

in Content. At various times throughout the semester, certain assessments and instructions will appear in Content in chronological order according to their opening dates (not their due dates).

## REQUIRED MATERIALS

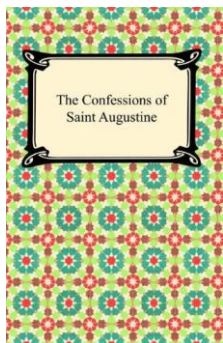
There are five required textbooks:



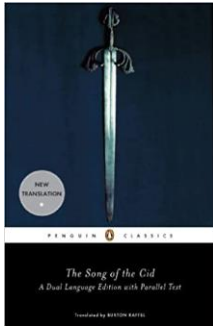
Joshua Cole and Carol Symes, *Western Civilizations: Their History and Their Culture*. Volume 1: Chapters 1-16. New York: W. W. Norton and Company, 2017. Be sure to get only the e-book, Vol. 1 via your Blackboard link.

You must **purchase Cole and Symes, *Western Civilizations*, Volume 1, only through our Blackboard course site as an E-book** during the first week of instruction when you go to “Content” and click on an InQuizitive quiz link near the top of the page. You should purchase this Ebook, including access to the required InQuizitive quizzes at that time. **Do not get any twenty-day free trial** that may be offered, since that particular option would only create problems with your grades later in the month when the connection between your quizzes and my gradebook would be severed and you would lose your grades.

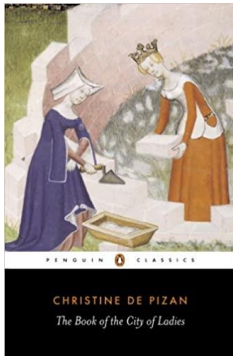
You may purchase or rent the other four required textbooks from commercial vendors or the UTEP Bookstore.



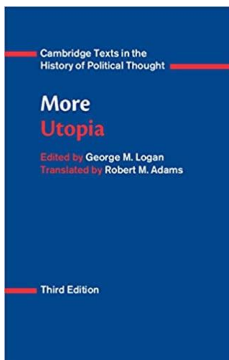
Saint Augustine and Arthur Symons, *The Confessions of Saint Augustine*. Overland Park, Kansas: Digireads.com Publishing, 2016. ISBN-13: 978-1420951967.



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



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



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

The textbook covers may possibly be different from the ones depicted on this syllabus. Other course materials are located in Blackboard in Content 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.

## **COURSE ASSIGNMENTS AND GRADING**

All assessments for this course can be found by clicking on the appropriate link in Blackboard in Content.

## **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
- 128 points: InQuizitive Scores (16 online quizzes, under Content)
- 72 Points: Final Examination (including an essay section)

No extra credit will be offered in this class. 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 this list, not an overall percentage from work attempted.

## **Tri-weekly Discussion Board (5X40=200 pts.):**

Beginning in Week 1, I will assign a new topic and questions for discussion based on some currently assigned readings and materials. You will discuss each current topic for three weeks. 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 thread post that you create in response to my initial question(s).***

You must post your own thread post no later than Thursday in the second week of the new discussion topic. 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 after you first submit your own original thread post.

### ***B) At least two response posts to two or more fellow students.***

Response post(s) must be posted no later than Thursday of the third week of a new discussion topic, 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.

Citations are optional and are not required for response posts. Discussion posts will be graded based on their quality. Please use complete sentences, proper spelling, grammar and syntax. Avoid text message language and casual speech. All posts (both original thread and responses) in the discussion board should contribute in at least one of the following ways:

- Integrate various main ideas from the readings.
- 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 tri-weekly emailed new discussion announcements, which will also appear in the Announcements link on the left-hand column of your Blackboard class, at the appropriate times according to the Assignment Schedule section of this Syllabus, below.

### **Sixteen InQuizitive Quizzes (16x8=128 pts.):**

All quiz links are located in the Blackboard course site. Click "Content" on the left-hand panel. Most every week, you will complete an InQuizitive quiz. Questions are based on information from the Cole and Symes, *Western Civilizations* textbook.

You must answer questions that InQuizitive presents to you. Each time you answer a question correctly, you gain points. If you answer one incorrectly, you lose points. You adjust your confidence level and that affects the quiz in various ways. Obviously, you need to study the Cole and Symes textbook in order to do well in the InQuizitive quizzes.

There are 16 such quizzes in this course. Note that the InQuizitive point system differs from the Blackboard point system in this course, for InQuizitive is operated by W.W. Norton, the Cole and Symes textbook's publisher. For example, you may need to earn more than approximately 1,500 Norton points on a quiz in order to earn 8 Blackboard points. Blackboard will convert InQuizitive points into our Humanities course's 500 total-possible-points grading system. As each of these transactions is automatically calculated, the maximum number of Humanities 3302 points that you may earn from one InQuizitive quiz in the Blackboard grade book is 8.

### **One Essay (100 pts.):**

You will individually write an essay based on a topic assigned by the instructor. The instructions and its drop box are in Blackboard "Content" and are already available. You will submit your essay, in the Blackboard drop box only, no later than its due date at 11:59 PM, US Mountain Time Zone.

### **Final Examination (72 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, a day prior to Final Examination Week, in Blackboard "Content" near the bottom of the page. The Exam will include an essay section with an essay topic similar to the one 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, under any circumstances.

**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.

### **TECHNOLOGY REQUIREMENTS**

Course content is delivered via the Internet through the Blackboard learning management system and W. W. Norton publishers online, our Blackboard course's Tool Provider for quizzes and the main textbook (e-book). 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 a tablet or cell phone 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 unless it is a problem with a quiz or the e-book. In that case, I would refer you to the W. W. Norton helpdesk.

### **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 no face-to-face office hours. However, there are a number of ways we can keep the communication channels open.

Blackboard Collaborate, Zoom and Email are my preferred methods of contact. Links and passwords will be listed in a Blackboard course announcement and email. Alternatively, to have a Skype or Messenger meeting or chat, send a contact request that includes your name, the class and section number, above. I may check Skype and Email once every two workdays. For a live phone call, you may use mobile numbers I can readily provide upon request. Voicemail and phone text message are technologically tenuous and infeasible from most regions.

- **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 Blackboard Collaborate and Zoom via links I will give you via announcement and email, 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 be on campus this semester and the main office will operate with limited hours due to effects of the COVID-19 pandemic. Preferred contact is via email.

- **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 and please write your name, HIST 3301 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 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 request.

## 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 other's 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 your assignments and assessments completed, 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 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 12. 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**

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, please let me know and then contact the Registrar's Office to initiate the drop process. If you do not, 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](mailto: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 semester, 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, COVID-19 ACCOMMODATIONS AND STUDENT RESPONSIBILITIES**

I encourage you to complete the [COVID-19 student training](https://covidtraining.questionpro.com/) at <https://covidtraining.questionpro.com/>.

I will not be on campus this semester and I believe that many of you also will probably not be on campus. Nonetheless, you must STAY AT HOME and REPORT if you:

- (1) have been diagnosed with COVID19,
- (2) are experiencing COVID-19 symptoms, or
- (3) have had recent contact with a person who has received a positive coronavirus test.

Reports should be made at [screening.utep.edu](https://screening.utep.edu). If you know people who should report any of these three criteria, encourage them to report. If the individuals cannot report, you can report on their behalf by sending an email to [COVIDaction@utep.edu](mailto:COVIDaction@utep.edu). For each day that you attend campus—for any reason—you must complete the questions on the UTEP screening website ([screening.utep.edu](https://screening.utep.edu)) prior to arriving on campus. The website will verify if you are permitted to come to campus. Under no circumstances should anyone come to any other face-to-face classes when feeling ill or exhibiting any of the known COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible.

You are advised to minimize the number of encounters with others to avoid infection. Wear face coverings when in common areas of campus or when others are present. This class is online only. If you choose not to wear a face covering, you may not enter campus. If you remove your face covering, you may possibly be asked to put it on or leave campus. Students who refuse to wear a face covering and follow preventive COVID-19 guidelines will be dismissed from their classes and will be subject to disciplinary action according to Section 1.2.3 Health and Safety and Section 1.2.2.5 Disruptions in the UTEP Handbook of Operating Procedures.

Students are not permitted on campus when they have a positive COVID-19 test, exposure or symptoms. If you are not permitted on campus, you should contact the instructor(s) of those face-to-face classes as soon as possible so s/he/n/they can arrange necessary and appropriate accommodations.

Student responsibilities:

- Complete self-screening ([screening.utep.edu](https://screening.utep.edu)) prior to every campus visit.
- Complete COVID-19 student training on the UTEP COVID-19 training website.
- Contact instructor if temporary accommodations due to COVID-19 are needed (i.e., due to positive COVID-19 test, symptoms, or exposure).

- If unable to wear a face covering (e.g., medical reasons), the best course of action is to enroll in courses that are entirely online or to work with academic advisors, if necessary, to identify alternative courses. If this is not possible, request an accommodation from Center for Accommodations and Support Services (CASS) prior to coming to campus for in-person activities. Students who receive an accommodation to not wear a face covering must share this with the professor and work to minimize contact with others in the class.

## **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](#).

## **COPYRIGHT STATEMENT FOR COURSE MATERIALS**

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.

## **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 Ultra 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 +1.915.747.5257, 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 at <https://betawww.utep.edu/library/research/index.html#research-guides> 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.

### **Individual Resources**

- 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.
- 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 (Subject to Change by the Instructor)

This 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 Thursday nights at 11:59 p.m. US Mountain Time. No late work will be accepted after Week 11.

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

	<b>Topic</b>	<b>Read and View</b>	<b>Assignments Due</b>	<b>Course Notes, and Assignments to Begin or Continue</b>
Week <b>1</b> 1/19- 1/21	Ancient Civilizations and their Art	Cole and Symes, ch. 1-2  Phil Hansen, "Mesopotamia Art History Overview" (6 min)  Peter David Documentaries, "In Search Of History - Oracle at Delphi" (44 min)	<b>InQuizitive quizzes, chapters 1-2, due by January 21</b>	<b>Begin Discussion 1,</b> thread and posts: due by 1/28 and 2/4, respectively.  <b>Begin InQuizitive quizzes,</b> due by Thursdays of most weeks.  Monday, 1/18 is Dr. Martin Luther King, Jr. Day, a federal holiday. The university is closed.
Week <b>2</b> 1/22- 1/28	Ancient Greek Civilization and Art, 1000-400 BCE	Cole and Symes, ch. 3  Mary McConnell, "Introduction to Greek Art" (11 min)	<b>Discussion 1, Initial Thread, and InQuizitive quiz, chapter 3: due by Thursday, January 28</b>	Continue Discussion 1.  <b>Begin Essay,</b> due by 03/25.

<p>Week <b>3</b> 1/29- 2/4</p>	<p>Pre-Christian Theosophical Influences and Greek Expansion, 400-150 BCE</p>	<p>Cole and Symes, ch. 4.  Ian Jenkins, "The Human Body in Ancient Greek Art and Thought" (1 hour, 12 min)</p>	<p><b>Discussion 1, Response Posts, and InQuizitive quiz, chapter 4: due by Thursday, February 4</b></p>	<p>Continue Essay, due by 03/25.</p>
<p>Week <b>4</b> 2/5- 2/11</p>	<p>The Civilization of Ancient Rome and Conflict in the Church</p>	<p>Cole and Symes, ch. 5. <i>A Gnostic Bible</i> (Lesson 5)  Winston, on Arianism and theological conflict in the Church (Lesson 5)  Saint Augustine and Symons, <i>The Confessions of Saint Augustine</i>, Books I-VI  ReligionForBreakfas t, "What Did Gnostic Christians Believe?" (10 min)</p>	<p><b>InQuizitive quiz, chapter 5, due by Thursday, February 11</b></p>	<p><b>Begin Discussion 2,</b> thread and posts: due by 2/18 and 2/25, respectively.  Continue Essay, due by 03/25.</p>

<p>Week <b>5</b> 2/12- 2/18</p>	<p>Pre-Romanesque Architecture, the Carolingian Influence and the Transformation of Rome</p>	<p>Cole and Symes, ch. 6. Saint Augustine and Symons, <i>The Confessions of Saint Augustine</i>, Books VII-XII Gonzalez and García, on the Architecture and Orientation of Pre-Romanesque Churches (Lesson 6) Saulnier, on Gregorian Chant (Lesson 6) Beth Harris and Steven Zucker, "Charlemagne and the Carolingian Revival" (12 min)</p>	<p><b>Discussion 2, Initial Thread, and InQuizitive quiz, chapter 6: due by Thursday, February 18</b></p>	<p>Continue Discussion 2. Continue Essay, due by 03/25.</p>
<p>Week <b>6</b> 2/19- 2/25</p>	<p>Al Andalus, el Cid, the Romanesque, and Rome's Three Heirs</p>	<p>Cole and Symes, ch. 7. Anonymous, <i>The Poem of the Cid</i>, First Cantar. <i>UNESCO Courier</i> on Al Andalus (Lesson 7). Art History Basix, "Romanesque Art and Architecture" (16 min)</p>	<p><b>Discussion 2, Response Posts, and InQuizitive quiz, chapter 7: due by Thursday, February 25</b></p>	<p>Continue Essay, due by 03/25.</p>

Week <b>7</b> 2/26- 3/4	The Expansion of Europe and the Great Schism, 950-1100 CE	Cole and Symes, ch. 8.  Anonymous, <i>The Poem of the Cid</i> , Second Cantar.  Matthew Jones, "Great Schism 1054 A.D." (4 min)	<b>InQuizitive quiz, chapter 8, due by Thursday, March 4.</b>	<b>Begin Discussion 3</b> , thread and posts: due by 3/11 and 3/18, respectively.  Continue Essay, due by 03/25.
Week <b>8</b> 3/5- 3/11	The Consolidation of Europe, Gothic Architecture and Medieval Literature, 1100-1250	Cole and Symes, ch. 9.  Anonymous, <i>The Poem of the Cid</i> , Third Cantar.  Extract from Chrétien de Troyes, <i>Yvain, the Knight of the Lion</i> , 1180. (Lesson 9)  patricia Bostian, "ENG 241 Lais of Marie de France" (8 min)  Mark Wilcken, "What is Gothic Architecture?" (6 min)	<b>Discussion 3, Initial Thread, and InQuizitive quiz, chapter 9: due by Thursday, March 11.</b>	Continue Discussion 3.  Continue Essay, due by 03/25.
Week <b>9</b> 3/12- 3/18	Literature, Experimental Science and the Medieval World, 1250-1405	Cole and Symes, ch. 10.  Petrarca, Sonnets, 1350 (Lesson 10)  Excerpt from Dante Alighieri, <i>Divine Comedy</i> , "Paradiso," 1320. (Lesson 10).  BBC Podcasts, "Roger Bacon (In Our Time)" (52 min)	<b>Discussion 3, Response Posts, due by Thursday, March 18.</b>	Continue Essay, due by 03/25.  Spring Break is 3/15 through 3/19.

Week <b>10</b> 3/19- 3/25	Literature and the Medieval World, 1405	Cole and Symes, ch. 10.  De Pizan and Brown-Grant, <i>The Book of the City of Ladies</i> , Part I	<b>Essay, and InQuizitive quiz, chapter 10: due by Thursday, March 25.</b>	<b>Begin Discussion 4,</b> thread and posts: due by 4/1 and 4/8, respectively.  3/19 is the last day of Spring Break.
Week <b>11</b> 3/26- 4/1	Rebirth and Unrest, 1350-1453	Cole and Symes, ch. 11.  De Pizan and Brown-Grant, <i>The Book of the City of Ladies</i> , Part II  Three excerpts from Geoffrey Chaucer, <i>Canterbury Tales</i> , 14 <sup>th</sup> c. (Lesson 11)  A Bit of History, "A Century of Disarray: The Avignon Papacy and the Western Schism" (11 min)	<b>Discussion 4, Initial Thread, and InQuizitive quiz, chapter 11: due by Thursday, April 1.</b>	Continue Discussion 4.  3/26 is César Chávez Day. There are no classes.  4/1 is the Spring class drop/withdrawal deadline.
Week <b>12</b> 4/2- 4/8	Renaissance Painting, Innovation and Exploration, 1453-1533	Cole and Symes, ch. 12.  De Pizan and Brown-Grant, <i>The Book of the City of Ladies</i> , Part III  Artful Videos, "The Four Canonical Painting Modes of the Renaissance: <i>sfumato, unione, chiaroscuro, cangiante</i> " (4 min)	<b>Discussion 4, Response Posts, and InQuizitive quiz, chapter 12: due by Thursday, April 8.</b>	<b>Begin study</b> for the <b>Final Exam</b> , available in Week 16, due by 5/14.  After 4/8, all assignments, assessments and Final Exam answers must be submitted on time, or they will not be accepted.  4/2 is Spring Study Day, an institutional holiday.



Week <b>13</b> 4/9- 4/15	Topic: Dissent, Conformity and Division, 1500-1564	Cole and Symes, ch. 13.  Thomas More, <i>Utopia</i> , "Thomas More to Peter Giles," and Book I, pp. 3-42.  Feidhelm Ó Foghladha, "Inquisition S01E02" (45 min)	<b>InQuizitive quiz, chapter 13, due by Thursday, April 15.</b>	<b>Begin Discussion 5,</b> thread and posts: due by 4/22 and 4/29, respectively.  Study for the Final Exam, available in Week 16, due by 5/14.
Week <b>14</b> 4/16- 4/22	Imagining the Americas, Europe in the Atlantic World, and the Baroque, 1550-1660	Cole and Symes, ch. 14.  Thomas More, <i>Utopia</i> , Book II, pp. 43-113.  Art History Basix, "Baroque Italy" (16 min)	<b>Discussion 5, Initial Thread, and InQuizitive quiz, chapter 14: due by Thursday, April 22</b>	Continue Discussion 5.  Study for the Final Exam, available in Week 16, due by 5/14.
Week <b>15</b> 4/23- 4/29	Art, European Monarchies and Absolutism, 1660-1725	Cole and Symes, ch. 15  Rome Reports in English, "Caravaggio, Velázquez, Bernini: Rome brings Seventeenth Century artworks to light" (2 min)	<b>Discussion 5, Response Posts, and InQuizitive quiz, chapter 15: due April 29</b>	Study for the Final Exam, available in Week 16, due by 5/14.
Week <b>16</b> 4/30- 5/6	The New Science of the Seventeenth Century	Cole and Symes, ch. 16  UNSW Science, "SCIF1111 L4 'Science' and Witchcraft in the 17th Century" (42 min)	<b>InQuizitive quiz, chapter 16, due by Thursday, May 6.</b>	<b>Begin the Final Exam,</b> due by 5/14.  5/6 is the final day of this class.

<b>Final Exam Week</b> 5/7-5/14	Final Examination Week		<b>Final Examination, due by Friday, May 14.</b>	5/7 is Dead Day, an institutional holiday. Final Examination answers are not accepted after 5/14.
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