ASHA 220

Quests and Questions

General Course Description
An introduction to a variety of perspectives on human culture. Students will inquire into such topics as the nature of discovery and creation, tradition and modernity, gender and social structure. These topics will be approached through careful analysis of artistic, literary, religious, philosophical and scientific texts.

Emotional States: How the West Tried to Control its Feelings
This course will explore how philosophies of reason and the rise of democratic principles in the West were set against fears and anxieties about the uncontrollable nature and dangerous possibilities of human emotion. From the influence of ancient Greek concepts like philia and eros, to more modern deployments of hatred in the name of fraternity, patriotism and nationalism, emotions have served as a rallying point for various theories of the state and communal life. The quest to either control or harness emotions to political causes has occupied thinkers as diverse as Aristotle, G.W.F. Hegel, Mahatma Gandhi, Hannah Arendt, Sigmund Freud, Franz Fanon, and Toni Morrison. We will investigate the philosophical justifications, political instrumentalizations, scientific theories, and cultural responses to the battle between reason and emotion in public life. Although the concept of the “West” serves as an organizing principle, it is not a synonym for civilization, and it is not meant to set any geographic limitations on class discussion or course work. European efforts to control emotion had a worldwide impact, and we will explore how emotional arguments helped produce and justify racial hatreds and the voyeuristic lust involved in colonial domination. We will pay particular attention to the gendering and sexualization of definitions of citizenship, and we will conclude with a discussion of rising populism and the manipulation of emotions by governments and corporations.

Email Policy
Please note that all course communications must occur through your @ucalgary email, and I will respond to emails sent via student’s @ucalgary emails within 48 hours.

Essay Draft Policy
I will provide students with feedback on drafts of the two essays for this course, provided they are uploaded (in Word format) to the appropriate dropbox on D2L at least 10 days before the due date for the assignment. This is optional, so these dates are not included in the deadlines in your calendars.
Learning Outcomes

Intense engagement with readings and structured oral and written assignments will help students to improve their ability to:

- **read deeply** and with scrupulous attention to the broader context (historical, philosophical, political, and social) of any text. This means understanding what it means to think and argue historically and requires a critical appreciation of how present-day perspectives influence interpretations of the past.

- **inquire rigorously and fruitfully.** Identify promising avenues of research and present findings in lucid, structured ways.

- **develop the capacity for scholarly rigour and informed citizenship** through the practice of **productive disagreement.** This means paying special attention to the difference between debate and inquiry and maintaining an openness to having one’s mind changed. Crucially, it also means keeping one’s own emotions in check and treating each other with respect.

- **listen closely, observe carefully, think creatively.** A productive exchange of ideas begins with listening, and all debates benefit from creative resolutions to seemingly intractable oppositions. Knowledge arises from the confrontation between a diversity of views and experiences.

- **recognize how the politicization of human emotion** has influenced debates about scientific or political objectivity, social difference, civility, citizenship, and the meaning and limits of social belonging.

- **present thoughtful and well-structured arguments**, both orally and in the form of a research paper. Learn how to properly choose and cite sources, developing a convincing thesis, and backing up arguments with evidence.

Course Policies

**Online Instruction Statement**

This course will be a hybrid of synchronous and asynchronous online instruction via Desire2Learn (D2L) and Zoom. I will provide taped lecture segments for the Tuesday classes (look under Content/Lecture Outlines on D2L), and we will meet on Zoom on Thursdays. To come to class, go to Communication and then Zoom on D2L and choose the appropriate link. **The password is “timmASHA220.”** On some occasions, I may also decide to lecture live on Zoom during the class time on Tuesday, which will give you the opportunity to interrupt me and ask questions. I will let you know about these sessions in advance, and they will be available for asynchronous viewing shortly after the class finishes. In order to succeed in this course, students should plan to participate in both the asynchronous and the synchronous learning tasks outlined below. The group discussion component (though not the breakout-room sessions) of the Thursday live meetings will be taped and posted to D2L for the benefit of those who are prevented from participating due to time-zone challenges or other unforeseen circumstances. If you have a legitimate reason for missing class, you will still be able to make up the grade for the discussion reflection (see the description below) by reading at least two of your fellow students’ commonplace book entries and submitting a brief written reaction. To help you stay on schedule, I have also created a course calendar and a to-do list. See the “Course Outline” link on D2L.

**Guidelines for Zoom Sessions**

Zoom is a video conferencing program that will allow us to get to know each other and to establish a learning community. While convenient, this software is also open to abuse. You must obey the following rules governing collegial online discussion:

1. To help ensure Zoom sessions are private, do not share the Zoom link or password with others or on any social media platforms. Zoom links and passwords can be used only by students registered in the course. I will be recording all Zoom sessions (except for breakout-room discussions). Neither the instructor nor the students may share them with anyone outside the class. You are prohibited from sharing, publishing or distributing any of our Zoom recordings or any other teaching material related to this course without the instructor’s permission.
2. The use of video conferencing programs relies on participants to act ethically, honestly and with integrity, in accordance with the principles of fairness, good faith, and respect outlined in the University of Calgary’s Code of Conduct. When entering Zoom or other video conferencing sessions, you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions might affect others.
3. Participants are required to use names officially associated with their UCID when engaging in these activities, but please note that through D2L you can set a “preferred name,” which I will use and which is the name that will appear on Zoom for other students to see. If the name that you use to log in to Zoom is not on my class roster on D2L, I will remove you from the session. (This is necessary to prevent “Zoombombing.”) Non-compliance may
be investigated under relevant University of Calgary conduct policies (e.g. Student Non-Academic Misconduct Policy). If you have difficulty complying with this requirement, please email me to ask for an exception.

4. If you are unable to attend a Thursday Zoom session, please watch the taped group discussion (posted on D2L after class) and read the instructions for completing your discussion reflection below.

5. Please do your best to join the class from a quiet space that will allow you to be fully present and engaged in Zoom sessions. If siblings, pets or other distractions can’t be avoided, it is particularly important to mute your microphone when you aren’t speaking. (You’ll see a small microphone icon in the bottom left corner of the Zoom screen. It is your friend.) The goal of establishing a learning community makes it desirable to have your webcam on for most of the synchronous classes. Wireless speed or other internet disruptions do arise, however, so we will all be tolerant if you need to turn your video off to be able to participate. If this happens, it would be nice if you uploaded a picture to your Zoom profile, so that we don’t have to see only a black box with your name.

6. Please be aware that as the host of our Zoom meetings, I can also download a copy of the chat stream, and even the private messages that you send to each other are visible there. Zoom may have fixed this security problem by the time you read this, but it is nevertheless imperative to only use the chat stream for communication that you would be comfortable sharing with me and/or with the entire class. If you privately message me on the Zoom chat stream, you can be assured that only I will be able to read that message.

7. For more information on how to get the most out of your zoom sessions visit: https://elearn.ucalgary.ca/guidelines-for-zoom/

**Learning Technologies Requirements**

Principles and guidelines for supplementary fees that may be associated with additional technology requirements for courses can be found at: [www.ucalgary.ca/calendar-scheduling/supplementary-fees](http://www.ucalgary.ca/calendar-scheduling/supplementary-fees).

In order to successfully engage in their learning experiences at the University of Calgary, students taking online, remote and blended courses are required to have reliable access to the following technology:

- A computer with a supported operating system, as well as the latest security, and malware updates;
- A current and updated web browser;
- A webcam (built-in or external);
- A microphone and speaker (built-in or external). A headset or earbuds with a built-in microphone is fine.
- Current antivirus and/or firewall software enabled;
- A broadband internet connection.

**Assignments and Evaluations**

**Introductory Video or Audio Tape**

One of the special things about ASHA is the opportunity for students to meet peers in different disciplines. I’m sure that the ASHA students’ association will come up with ways to have you meet students in the cohorts above you. But things are very different for your cohort (number 14) since you won’t be able to get to know each other in person for some time. In order to facilitate sociability – a core value of ASHA – and to add some vibrancy to our online discussions, I’d like to ask each of you to create a short introductory video – 3 to 5 minutes tops! Use YuJa (click [here](http://yuja.ca) for instructions) to create a direct link to your video and provide it in the “Introductory Video” section of “Discussions” on D2L by 5 pm on September 9. **This is not mandatory**, and the video does not have to be professionally produced! A quick chat using your phone camera in a casual setting would be great. If you have technological problems, an audio (or even just text) with pictures would also be fine.

**Commonplace Book**

A central component of this course will be keeping what is known as a commonplace book (hereafter “CP book”). Before you finish reading this syllabus, read the “Instructions: CP Book,” which I have uploaded to the “Assignments” section of D2L. This assignment makes it essential to keep up on the readings, and it serves as the basis for other course components. To briefly summarize, **each week you will pick two substantive quotations** (or the equivalent as described in the “CP Book Instructions”) and write **short reflections** about each of them in order both to organize your thoughts and to provide a starting point for your discussion with other students. As I will explain in the instructions, commonplace book entries can be created in various formats. You must have made your choice for the entries before class on Thursday, and you must upload the entries to the appropriate section of “Discussions” on D2L by the **5 pm on the Friday** after our Thursday discussion. There will be a total of 24 weeks of CP Book entries (so 48 individual entries), but I will only grade 20 (40 entries). You may choose which weeks to skip, or you may do all of them, meaning that I will drop your lowest scores.
Interventions

Once each semester, students will draw on course material to provide a reflection for other students to read and debate. We will discuss these interventions on Thursdays, and they must be about readings that the whole class has already done. There will be a signup sheet at volunteersignup.org/LKHL3 (because this is just a far more convenient system than what is possible on D2L, and we will try to avoid having more than two interventions on any given Thursday. Upload your intervention to the appropriate discussion thread (organized by week) on D2L by noon on Wednesday so that everyone can read it in time for class. These brief interventions must be submitted in MS Word format, and they should be about 2 double-spaced pages long. A bit longer than this is fine, but doubling the length is not! Learning to make concise arguments is part of the exercise. You must use the essay template available on D2L (see “Assignments” under “Content”) to write your interventions. (Do not change the font, margins or paragraph tabs!) Your goal will be to explore an issue that has arisen in class (from the readings or during class discussions) and that you feel requires further reflection or discussion. You might address a point of social or political controversy, provide a reflection on scholarly methodology, or just take a deeper dive into a specific argument in one or more of the readings. You can make a strong argument or simply express confusion (as long as that confusion is clearly articulated) – anything that will get the class talking. Don’t consciously try to provoke others. Please upload your Intervention to the appropriate week’s folder in “Discussions” on D2L. This is also where all students must download the interventions we will discuss on Thursdays.

Commonplace Book Discussions & Reflections

Thursday’s classes will be focused on discussion, beginning with that week’s interventions and then moving to the CP book entries. Discussions will take place in smaller breakout groups and with the class as a whole. We’ll experiment with different technological possibilities, such as Jamboard. Try to have your entries done and uploaded to D2L before the class discussion (especially if they contain pictures or are about outside readings), but they are not due until Friday. It is fine to just choose your entries before class on Thursday and use the discussion to finalize your thoughts. When you explain things to others, you might realize that your chosen quotation is too short or abstract to be able to stand on its own. This is good practice for revising your ideas before you put them down on paper. Each student should describe their choices to the group in the breakout room and summarize at least one of their planned reflections. After class, each of you must also write a brief summary (a post-discussion reflection of no more than 200 words), describing what you took away from the exchange with your peers. (Upload your reflection as a new thread with the appropriate Week # as a heading to the appropriate “Discussion” thread on D2L. Despite the name, only I will be able to see these reflections.) What did you learn from the discussion? Did something frustrate or anger you? Did another student persuade you to change your mind about something? The point is simply to demonstrate that you engaged in some kind of substantive debate that allowed you to go a bit deeper into the course material with the help of others. These reflections stand as evidence for your overall participation in the course, but they will be graded on a pass/fail basis. Each week’s reflection is due on Friday at 5 pm – the same time as the CP book entries for that week. If you are unable to attend a class, and you check it with me in advance, you may watch the Zoom recording of the class and write a response to the discussion in order to make up for a missing discussion mark. Just keep in mind that we will have 24 of these discussions, but I will count only 20 of them for your final grade. This means that you can have a few unexplained absences.

Museum Exhibition Assignment

In order to encourage group interaction and collaborative learning, students will work together in small groups (of 3 or 4) to develop a concept for a mini exhibition. Since we do not yet know whether we will be holding classes in person in Winter semester, I cannot yet say whether this exhibition will have to be online. We will revisit this question! But we will start brainstorming ideas for your exhibitions, and we will determine the makeup of the groups by the end of Fall semester. (I will be distributing a group work contract in order to encourage a fair distribution of labour and good group dynamics.) Since last year’s ASHA220 class had to shift to doing everything online, I will be able to show you some examples for inspiration. You should be thinking of something that is thematically related to the course and that can be presented to the class in 15 to 20 minutes. You can either show the exhibition in our scheduled time for this in class or ask students to view it themselves before class and use the class time to describe your intentions and underlying philosophies. Creative ideas to quickly convey nuance and complexity will be encouraged. I will provide a longer description of the assignment on D2L once it is clear whether or not we might be able to hold these exhibitions in person. (In the spirit of optimism, I’m going to continue using words like “exhibit” and “curation” rather than “website” or “user experience”!) Groups must have settled on the general topic for their exhibition by the end of January, and they must then sign up for a group meeting in February (using volunteersignup.org/7JMLA) to discuss their ideas with me.
Essay-Writing Quiz

This quiz will be available on D2L a week before it is due. It will be based on the Essay-Writing Tutorial available on my website (see https://hist.ucalgary.ca/atimm/writing-advice/essaywriting-tutorial), and it will consist of multiple choice questions about expository style, argument, documentation, and citation for historical writing.

Essay 1

In the Fall term, there will be one short essay (approx. 7 double-spaced pages) required for this course. The essay should address themes that we have covered in class. You must use at least one primary and four scholarly secondary sources for this essay, which must be properly footnoted using Chicago-style citations. See The History Student’s Handbook for instructions. If you have a citation question that this handbook can’t answer, you can also refer to the full online version of The Chicago Manual of Style, available on the library web site. You must use the template that I have provided on D2L to write your essay. This contains a plagiarism statement that must be on your title page for me to mark your essay. More detailed instructions will be provided in class and posted on D2L. Before settling on your topic for this essay, you must schedule an individual Zoom meeting with me between November 2 and 19. I will help you settle on an appropriate and feasible topic. I will only grade your essay if you have had this discussion with me first. There will be signup sheet for these meetings on volunteersignup.org/ARCW3.

Essay 2 (or Exhibition Catalogue)

You have two choices of written assignment in Winter Term: You may write a second primary-source essay like Essay 1, or you can write an exhibition catalogue that relies on the same research you conducted for your exhibition. (The essay option is meant to allow students who were not as interested in their group’s chosen exhibition topic to concentrate on subjects of greater interest to them.) What I am calling the exhibition catalogue can actually take many forms. You might just provide a classic history essay using the same sources that you used for your exhibition. You can also choose to write something that looks more like an actual exhibition catalogue, providing more detailed background than was possible to provide in the exhibition itself. Either of these choices might include an extended and researched justification for the curatorial choices you made and/or a discussion of the success or failure of the exhibition as a whole. This last choice might be particularly useful for exhibitions that have a more hands-on or experiential component. (Did your visitors act as you had expected them to? If not, what do you now understand that might have changed your curatorial choices?) No matter which option you choose for this final written assignment, the following rules will apply:

1. You must use at least four scholarly secondary sources and at least one primary source. If you choose the exhibition catalogue option, images or objects that you displayed can count as a primary source. The scholarly sources can be things you used to research your exhibition, or they can be things you found after the fact. For instance, if you wanted to discuss why an experiential component of your exhibition did not work (why visitors couldn’t figure out what you wanted them to do), you could find a piece of psychological scholarship that investigates that aspect of human perception or social reaction or interaction.
2. The essay must be properly documented using Chicago-style footnotes or endnotes (see The History Student’s Handbook) and should be submitted in PDF format.
3. The writing for this assignment must consist of approximately 2500 words. (This would be about 10 pages using my template, not including images or footnotes.)

Course, Faculty, and University Policies

Exams and Course Components

There will be no registrar-scheduled exam for this course. Note: You must complete all assignments and exams, or a course grade of F may be assigned at the discretion of the instructor.

Submission of Assignments

Please include your name and ID number on all assignments and upload your essays to the appropriate dropbox on D2L. Note: It is your responsibility to keep a copy of each submitted assignment and to ensure that you submit the proper version. Private information related to individual students is treated with the utmost regard by University of Calgary faculty. Student assignments will be accessible only by the authorized course faculty, and personal information is collected in accordance with the Freedom of Information and Protection of Privacy (FOIP) Act. Please note that instructors may use audio or video recorded for lesson capture, assessment of student learning, and self-assessment of teaching practices.
Policy for Late Assignments

If students miss a required component of the course, they must contact the instructor in writing within 24 hours to discuss options to submit and/or make-up for that component. Assignments submitted after the deadline may be penalized with the loss of 5% or a partial letter grade (e.g.: A- to B+) for each day late.

Student Accommodations

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS); SAS will process the request and issue letters of accommodation to instructors. For information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/). Students who require an accommodation based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at [http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf](http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf). Students seeking accommodation for transient illnesses (e.g., the flu) or another legitimate reason should contact their instructors. Whenever possible, students should provide supporting documentation to support their request; however, instructors may not require that a medical note be presented. For the policy on supporting documentation the use of a statutory declaration, see Section M.1 of the University Calendar: [https://www.ucalgary.ca/pubs/calendar/current/m-1.html](https://www.ucalgary.ca/pubs/calendar/current/m-1.html). Also see FAQs for Students: [https://www.ucalgary.ca/registrar/registration/appeals/student-faq](https://www.ucalgary.ca/registrar/registration/appeals/student-faq).

Expectations for Writing

Department policy directs that all written assignments and, to a lesser extent, written exam responses be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization and proper documentation of research sources. For further information, please refer to the University of Calgary Calendar section on writing across the curriculum: [http://www.ucalgary.ca/pubs/calendar/current/e-2.html](http://www.ucalgary.ca/pubs/calendar/current/e-2.html).

Plagiarism

Using any source whatsoever without clearly documenting it is a serious academic offense. Consequences include failure on the assignment, failure in the course and possibly suspension or expulsion from the university. These requirements apply to all assignments and sources, including those in non-traditional formats such as Web pages or visual media. You must document not only direct quotations but also paraphrases and ideas where they appear in your text. A reference list at the end is insufficient by itself. **In-text citations must be provided, and readers must be able to tell exactly where your words and ideas end and other people's words and ideas begin.** Wording taken directly from a source must be enclosed within quotation marks (or, for long quotations, presented in the format prescribed by the documentation style you are using). Paraphrased information must not follow the original wording and sentence structure with only slight word substitutions here and there.

For information on citation and documentation styles (MLA, APA, Chicago, IEEE, etc.), visit the Student Success Centre resource links at [https://ucalgary.ca/student-services/student-success/writing-support](https://ucalgary.ca/student-services/student-success/writing-support) or the Purdue Online Writing Lab (OWL) Research and Citation Resources at [https://owl.purdue.edu/owl/research_and_citation/resources.html](https://owl.purdue.edu/owl/research_and_citation/resources.html). If you need help with your writing or have questions about citing sources, please consult your instructor or visit the Student Success Centre, 3rd floor, Taylor Family Digital Library. To book an appointment, go to [https://ucalgary.ca/student-services/student-success?utm_source=ssc&utm_medium=redirect&utm_campaign=redirect](https://ucalgary.ca/student-services/student-success?utm_source=ssc&utm_medium=redirect&utm_campaign=redirect).

Instructor Intellectual Property & Copyright Legislation

Course materials created by the instructor (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the same course section and term may be allowed under fair dealing. Check with the instructor if you have any questions about sharing materials with classmates.

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright ([www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf](http://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf)) and requirements of the copyright act ([https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html](https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html)) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.
Academic Misconduct
For information on academic misconduct and its consequences, please see the University of Calgary Calendar at http://www.ucalgary.ca/pubs/calendar/current/k.html.

Arts and Science Honours Academy Grade Scale
The following table outlines the grade scale percentage equivalents used in for the Arts and Science Honours Academy. Final grades are reported as letter grades. For components graded using percentages or numerical scores, those values will be used directly in calculating the final course grade, while for components graded using letter grades, the letter grades will be converted to the midpoint values in calculating the final course grade.

Specific to this course: Please note that I frequently give split grades (an A/A-, for instance), so I have added those lines to the table below. When you receive a split grade, I am telling you that you are just barely squeaking into the higher of the two letter grades. You will get assigned a numerical value that is at the bottom of the range of the higher grade. So if you receive an A, it will be calculated in D2L as 87%, but if you receive an A/A-, the value entered into the gradebook will be 85%. Both are As, but one is a little lower.

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<tr>
<th>ASHA Grade Range</th>
<th>Numerical Value for Calculation in D2L Gradebook</th>
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<tr>
<td>A+</td>
<td>96–100</td>
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<td>A+/A</td>
<td>96</td>
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<td>A</td>
<td>90–95.99</td>
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<td>A/A-</td>
<td>90</td>
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<td>A-</td>
<td>85–89.99</td>
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<td>A-/B+</td>
<td>85</td>
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<tr>
<td>B+</td>
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<td>B+/B</td>
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<td>B/-B</td>
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<td>B/-C+</td>
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Research Ethics
Whenever you perform research with human participants, including surveys, interviews, or observations as part of your university studies, you are responsible for obtaining research ethics approval and for following university research ethics guidelines. In some cases, your instructors may apply for course-based research ethics approval for certain assignments, and in those cases, they must review and approve your research plans and supervise your research. For more information about your research ethics responsibilities, please see https://arts.ucalgary.ca/research/arts-researchers/resources-researchers-and-instructors/ethics.

Deferrals of Course Work and Requests for Reappraisal
For university regulations and procedures related to deferrals of exams and course work, requests for reappraisals, and other matters, please see the relevant sections in the University Calendar: https://www.ucalgary.ca/pubs/calendar/current/academic-regs.html.

Student Support Services and Resources
Please visit https://www.ucalgary.ca/registrar/registration/course-outlines for information about student support services and resources, including Wellness and Mental Health Resources, Student Success programs and services, the Student Ombuds Office, the Student Union, and Safewalk.
For resources on D2L, visit http://elearn.ucalgary.ca/desire2learn/home/students. IT support is available at itsupport@ucalgary.ca.
Schedule of Lecture Topics and Readings

Please note:

1. Non-purchased readings are available on D2L. All digital readings have been optimized for online reading. This means that you can digitally highlight text (though in some cases the OCR will not be good enough to copy text accurately). However, I very strongly recommend that you print these readings out, since research has demonstrated that information is much more likely to be retained when you read on paper.

2. The quantity of reading is somewhat uneven from class to class, so arrange your schedule accordingly. I will give you further suggestions for what to concentrate on in class.

3. For obvious reasons, the reading and lecture schedule for the Winter semester is entirely provisional and may change!

Fall Semester 2020

Week 1: Introduction

Tuesday, Sept. 8: Asynchronous Lecture

Thursday, Sept. 10: Discussion 1


Week 2: Anger & Love in Ancient Greece

Tuesday, Sept. 15: Asynchronous Lecture

Thursday, Sept. 17: Discussion 2


Aeschylus, Oresteia. Eumenides (458 B.C.E.)


Week 3: Does Democracy need to be Homogenous? Diversity and Debate in Civil Society

Tuesday, Sept. 22: Asynchronous Lecture

Thursday, Sept. 24: Discussion 3


Please also read the “Community Standards” for The Conversation, and find one other article that you find interesting and that you would like to use for your Commonplace book. Be prepared to discuss this in class on Thursday.


Week 4: Fear in the Middle Ages and Early Modern Europe

Tuesday, Sept. 29: Asynchronous Lecture

Thursday, Oct. 1: Discussion 4


**Week 5: Love and Citizenship in the French Revolution**

**Tuesday, Oct. 6:** Asynchronous Lecture

**Thursday, Oct. 8:** Discussion 5


**Week 6: Civilized Violence?**

**Tuesday, Oct. 13:** Asynchronous Lecture

**Thursday, Oct. 15:** Discussion 6


Margaret H. Darrow and Marielle Battiostoni, eds., *Révolutions de Paris 1793–4: Illustrations* Vols. 15, 16 & 17, Nos. 181–225 31 December 1792 to 10 Ventôse Year 2 (28 February 1794) (Dartmouth College Library, 1793).


**Week 7: Sensual Women & Rational Politics**

**Tuesday, Oct. 20:** Asynchronous Lecture

**Thursday, Oct. 22:** Discussion 7


**Week 8: Emotional Science in the Age of Industrialization**

**Tuesday, Oct. 27:** Asynchronous Lecture

**Thursday, Oct. 29:** Discussion 8


**Week 9: Inventing Civil Society & Human Rights**

**Tuesday, Nov. 3:** Asynchronous Lecture

**Thursday, Nov. 5:** Discussion 9


**Reading Break (no classes): Nov. 7–15**
Week 10: The “Blood Politics” of Colonialism

**Tuesday, Nov. 17:** Asynchronous Lecture

**Thursday, Nov. 19:** Discussion 10


Week 11: Humans and Machines

**Tuesday, Nov. 24:** Asynchronous Lecture

**Thursday, Nov. 26:** Discussion 11


Week 12: Beyond Good and Evil

**Tuesday, Dec. 1:** Asynchronous Lecture

**Thursday, Dec. 3:** Discussion 12


Week 13: What makes a good Exhibition?

**Tuesday, Dec. 8:** Lecture during class time on Zoom (recorded)

Winter Semester – see next page
Winter Semester 2021

NOTE: This half of the syllabus is entirely provisional and may change! If we switch to holding in-person classes, I will rethink the schedule, and I may also change my mind about some of the readings in response to your interests.

Week 14: Psychologizing & Sexologizing

Thursday, Jan. 12: Asynchronous Lecture

Thursday, Jan 14: Discussion 13

Sigmund Freud, Civilization and Its Discontents, trans. James Strachey (Indiebooks, Creative Commons, 2017 [1930]).

Week 15: The Human Condition: Rational Action vs. Scientization

Tuesday, Jan. 19: Asynchronous Lecture

Thursday, Jan. 21: Discussion 14


Week 16: Judging the Holocaust: Morality and History

Tuesday, Jan. 26: Asynchronous Lecture

Thursday, Jan. 28: Discussion 15


possibly one more reading

Week 17: The Emotions of Decolonization

Tuesday, Feb. 2: Asynchronous Lecture

Thursday, Feb. 4: Discussion 16


Week 18: Emotionless, Genderless Science?

Tuesday, Feb. 9: Asynchronous Lecture

Thursday, Feb. 11: Discussion 17


Reading Break (no classes): Feb. 14–20
Week 19: Fear of Annihilation

Tuesday, Feb. 23: Asynchronous Lecture

Thursday, Feb. 25: Discussion 18


Dr. Strangelove (film).

Week 20: Dystopias

Tuesday, March 2: Asynchronous Lecture

Thursday, March 4: Discussion 19


Week 21: Gender vs. Science

Tuesday, March 9: Asynchronous Lecture

Thursday, March 11: Discussion 20


Week 22: The Legacies of Racial Hatreds

Tuesday, March 16: Asynchronous Lecture

Thursday, March 18: Discussion 21


Week 23: The Emotions of Urban Life

Tuesday, March 23: Asynchronous Lecture

Thursday, March 25: Discussion 22


perhaps something about present-day protests
Week 24: Populism & Propaganda

Tuesday, March 30: Asynchronous Lecture
Thursday, April 1: Discussion 23
readings TBA

Week 25: Algorithms R’ Us

Tuesday, April 6: Asynchronous Lecture
Thursday, April 8: Discussion 24
readings TBA

Week 26: Exhibition Presentations

Tuesday, April 13: Online student presentations (on Zoom or taped)
Thursday, April 15: Discussion