



Global Great Books 2001G 550: Friends and Lovers **Tuesdays 1:30-2:30 & Thursdays 12:30-2:30** **Room W-18**

Learning to love is hard and we pay dearly for it. It takes hard work and a long apprenticeship, for it is not just for a moment that we must learn to love, but forever. – Fyodor Dostoevsky

A life without love is of no account. Don't ask yourself what kind of love you should seek, spiritual or material, divine or mundane, Eastern or Western. Divisions only lead to more divisions. Love has no labels, no definitions. It is what it is, pure and simple. Love is the water of life. And a lover is a soul of fire! The universe turns differently when fire loves water. – Shams Tabrizi

There in the dark her memory was refreshed, and she succumbed to her earlier dreams. Along with the idea of romantic love, she was introduced to another – physical beauty. Probably the most destructive ideas in the history of human thought. Both originated in envy, thrived in insecurity, and ended in disillusion. – Toni Morrison

Professor: Dr. John P. Hope
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Office Hours: Tuesday 2:30-3:30 and Wednesday 12:30-1:30
Prerequisites: [Global Great Books 1002F/G](#) or permission of Coordinator.

Learning Objectives

This course aims to help students to:

- Explore ideas about the human condition and articulate their own
- Understand the historical and cultural contexts of ideas
- Analyze and articulate their own belief systems
- Improve their ability to understand and engage with philosophical arguments
- Increase their skills in literary analysis
- Gain familiarity with works from a variety of global traditions
- Hone their ability to write clearly and argue convincingly

Course Method

This course will take the shape of twice-weekly discussions. Students are expected to come to class having done the reading and identified questions and topics of interest. Class participation, in person and on OWL, will be worth 20% of your final grade.

OWL Forum Posts

Included in your class participation grade is the requirement to contribute at least eight paragraph-length postings to our OWL discussion board. The first three posts are due by February 2, the next three by March 9, and the final two by April 6, the last day of GGB 2001G classes. Your posts may take the form of a comment, a question, or an idea you want to try out. I encourage you to read and respond to each other's posts – this is meant to be a discussion. To receive full credit, you should post by 10:30 a.m. before class.

Writing Assignments

Over the course of the term you will write two short papers (1500 words) analyzing the works we will read and discuss. These papers will be graded on the coherence of your argument, your use of textual evidence to support your points, and your attention to language, style, and structure. Topics and further guidelines will be presented as the deadlines approach.

You will also write two short (2-3 page) reviews of scholarly works focused on our readings. You will find a library of articles and book chapters on OWL, and over the course of the semester you will choose two to read, analyze, and write about. Your review should provide a summary of the article or chapter, an evaluation of the author's argument, and a commentary on its contribution to your understanding of the work or of the themes of the course.

Required Resources

The works below are required for the course. You may order hard copies through the UWO Bookstore's website (bookstore.uwo.ca) and they will be sent directly to your address. You do not have to use the editions that I have ordered, but you may find it a bit more convenient.

- Plato, *The Symposium*. (Penguin Classics)
- *The Letters of Abelard and Heloise* (Penguin Classics)
- Nezami Ganjavi, *Layli and Majnun* (Penguin Classics)
- Leo Tolstoy, *Anna Karenina* (Yale University Press)
- C.S. Lewis, *The Four Loves* (Harper Collins)
- Weike Wang, *Chemistry* (Knopf Doubleday)

All other readings will be provided on our OWL website.

Final Exam

There will be an in-person exam during finals period. The date and time of the final exam will be announced by the university.

Missed or Late Work

Late assignments will not be accepted, and as a rule I do not grant extensions the night before an assignment is due. However, some flexibility is possible. Look over the syllabus and check it against your schedule. If you have a conflict, I am willing to work with you to set a new deadline, provided that you contact me **well in advance**. For more information on academic accommodations for medical and non-medical reasons please consult the appendix below.

Assessment

Grades will be determined by the following assignments:

- Preparation and participation: 20%
- Two article reviews 15%
- Writing assignment #1: 25%
- Writing assignment #2: 25%
- Final exam: 15%

How To Get an 'A' in This Course

An 'A' in a university class is a significant achievement and there is no guarantee that you will get one, but there are a number of things you can do to maximize your chances and – not incidentally – to exponentially increase your learning.

Come to class. Showing up and participating in class is the single most important thing you can do. It's not just about the grade penalty: class is where the learning happens. This course is based primarily on discussion and presumes a lively exchange between you, your classmates, and me. I can never entirely know ahead of time what direction the conversation will take, and there is no way for me to recreate it for you later or for you make up for an absence by talking to a classmate. You cannot get fit by reading about someone else's workout, and you cannot learn the material by reading someone else's notes. Be present.

Do the reading. Do it before class. This is the other most impactful thing you can do. Since class is based on discussion and the discussion is based on our readings, you cannot participate if you do not do the reading on time. My role is not to summarize the reading for you or – heaven forbid – to put it up on Power Point. In class we are going to talk about the reading and use it to branch out into other topics. If you haven't read, you will be lost and bored.

Take your writing seriously. I only have a few opportunities to evaluate your command of the material and your intellectual growth. Make them count. Start thinking about and working on your papers well before they are due, and take advantage of all of the resources Huron provides to help you develop your writing. I am always happy to discuss your work in person or via email, and to read drafts, outlines, introductions or thesis statements. The Huron Library offers an array of writing services, including tutorials and help with assignments.

Write your posts – the sooner the better. I form some of my first impressions of you as a student through your posts, and they allow me to better integrate you into our class discussions. Posting early in the semester builds good habits, immerses you in the material, and alerts me to any difficulties you might have with the course when there is still time for that to make a difference.

Overall: Be engaged. Be curious. You should strive to find something interesting in each day's topic and to engage with it in a genuine way. If you can do that, if you can find some passion for what you are studying, then you won't be chasing a grade – you'll be pursuing knowledge, and with that the grades will come on their own.

A regrettable note: how to fail this course. This course, like all university courses, is meant to be challenging. You may occasionally have difficulties understanding some of the material, you may run into a dead end when writing, and you may fall behind. That's OK. We can always find ways to get you back on track. What is not OK, however, is taking a short cut by presenting someone else's writing as your own. It doesn't matter whether the source is a webpage, an article you found online, a paper someone wrote, or anything else. It doesn't matter if you change the wording. It doesn't matter if it's only for an OWL post. If you draw on anyone else's ideas without making that clear, you are committing plagiarism. I cannot overstate the severity of the consequences of making this choice. They may range from failing the course to being expelled from the university. There have been cases of graduates having their degrees revoked after their plagiarism was discovered. If you fall behind in this course there are other ways to recover – academic dishonesty is not worth the risk.

Un Peu de Politesse, or How to Get Your Professor to Like You

University teachers are a varied bunch, and we all have different styles, different expectations, and different ways of communicating with students. Some of us are very informal, while others maintain an academic distance. Some prefer to discuss questions in office hours and loathe writing emails, while others would much prefer to handle things online. You should follow each professor's lead. With that said, there are certain rules of *politesse* that are always good to follow.

How to Address Your Professor: Academic titles can be confusing, and there are a great many of them: Assistant Professor, Associate Professor, Full Professor, Doctor, Visiting Professor, Instructor, Lecturer, *Herr Doktor Professor*, Senior Vice Provost of Oboe Theory... It doesn't matter. Unless you are told otherwise, you should refer to any faculty member as "Professor [Last Name]" – both in writing and in conversation. "Doctor [Last Name]" is usually fine too, but "Doctor" signals that the person holds a Ph.D., and they might correct you if that is not the case. You should never call a professor by her or his first name unless specifically invited to do so. "Mr." and "Ms." make us grind our teeth at night. I've personally never minded "Hey Prof," but you are rolling the dice with that one. "Professor" is your safest bet by a very wide margin.

How to Write an Email: There seems to be an age divide when it comes to email. Some students treat email as an extension of texting, while faculty often think of email as a form of letter-writing. It is best to conform to your professors' expectations. You will never go wrong if, when you write, you greet your professor, explain briefly why you're writing, and sign off.

Dear Professor Poliakov,

I've started working on our next essay and I'm not sure I'm going in the right direction. Would you be willing to have a look at my introductory paragraph? I'd be happy to bring it to your next office hours, or I can email it if you would prefer. Just let me know. As always, thanks for your help.

Best,

Samantha

Once your professor responds, write back to acknowledge that you got the message and to say thanks. Don't ghost us. We don't know what that is, and it makes us confused and cranky.

How Not to Irritate Your Professor: There are no stupid questions, but there are wholly reasonable, intelligent questions that have already been answered in great detail elsewhere. "When is the first paper due?" (It's in the syllabus.) "What percentage of our grade is the final exam?" (It's in the syllabus.) "Do we need to buy a textbook?" (Honestly, it's in the syllabus.) This is a thing. There are now t-shirts and mugs faculty can buy that say, "It's in the syllabus," usually along with some choice profanity. It is best not to cause your professor to resort to profanity.

COURSE SCHEDULE

Tue.	1/10	Course introduction
Thu.	1/12	Plato, <i>The Symposium</i> (pp. 3-32, through 198a)
Tue.	1/17	Plato, <i>The Symposium</i> (pp. 32-64)
Thu.	1/19	<i>The Song of Songs</i>
Tue.	1/24	The Letters of Abelard and Heloise (pp. 3-43, Letter 1: <i>Historia Calamitatum</i>)
Thu.	1/26	The Letters of Abelard and Heloise (pp. 47-89, <i>The Personal Letters</i>)
Tue.	1/31	Nezami Ganjavi, <i>Layli and Majnun</i> (pp. 1-151)
Thu.	2/2	Nezami Ganjavi, <i>Layli and Majnun</i> (pp. 152-258) First three posts due by today
Tue.	2/7	Leo Tolstoy, <i>Anna Karenina</i> (Part I)
Thu.	2/9	Leo Tolstoy, <i>Anna Karenina</i> (Part II)
Mon.	2/13	Paper #1 due by 11 p.m.
Tue.	2/14	Leo Tolstoy, <i>Anna Karenina</i> (Part III)
Thu.	2/16	Leo Tolstoy, <i>Anna Karenina</i> (Part IV)
Tue.	2/21	<i>Reading Week</i>
Thu.	2/23	<i>Reading Week</i>
Tue.	2/28	Leo Tolstoy, <i>Anna Karenina</i> (Part V)
Thu.	3/2	Leo Tolstoy, <i>Anna Karenina</i> (Part VI) First article review due by 11 p.m. today
Tue.	3/7	Leo Tolstoy, <i>Anna Karenina</i> (Part VII)
Thu.	3/9	Leo Tolstoy, <i>Anna Karenina</i> (Part VIII) Next three posts due by today
Tue.	3/14	C.S. Lewis, <i>The Four Loves</i> (I, II, III, IV)
Fri.	3/16	C.S. Lewis, <i>The Four Loves</i> (V, VI)
Tue.	3/21	Weike Wang, <i>Chemistry</i> (Part I, pp. 3-107)
Thu.	3/23	Weike Wang, <i>Chemistry</i> (Part II, pp. 111-211)
Mon.	3/27	Paper #2 due by 11 p.m.
Tue.	3/28	Amia Srinivasan, "The Right to Sex"
Thu.	3/30	Amia Srinivasan, "Coda: The Politics of Desire"
Tue.	4/4	Annie Proulx, "Brokeback Mountain"
Thu.	4/6	<i>Course Conclusion</i> Final two posts due by today Second article review due by 11 p.m. today



Appendix to Course Outlines: Academic Policies & Regulations Fall/Winter 2022-2023

Huron will continue to follow the guidance of public health and government officials. It is anticipated that there will be no disruptions to in-person instruction. This is subject to change.

Student Code of Conduct

Membership in the community of Huron University College and Western University implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. While in the physical or online classroom, students are expected to behave in a manner that supports the learning environment of others. Please review the Student Code of Conduct at:

<https://huronatwestern.ca/sites/default/files/Res%20Life/Student%20Code%20of%20Conduct%20-%20Revised%20September%202019.pdf>.

Prerequisite and Antirequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Attendance Regulations for Examinations

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Review the policy on Attendance Regulations for Examinations here: [Academic Calendar - Western University \(uwo.ca\)](#)

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website: [Academic Calendar - Western University \(uwo.ca\)](http://www.uwo.ca/academic_calendar) . The appeals process is also outlined in this policy as well as more generally at the following website: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/appealsundergrad.pdf.

Turnitin.com

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Statement on Use of Electronic Devices

It is not appropriate to use electronic devices (such as, but not limited to, laptops, tablets, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

Statement on Use of Personal Response Systems (“Clickers”)

Personal Response Systems (“clickers”) may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else’s clicker in class constitutes a scholastic offence
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

Academic Consideration for Missed Work

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. **Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work, and are encouraged to make appropriate decisions based on their specific circumstances.**

Students who have conditions for which academic accommodation is appropriate, such as disabilities or ongoing or chronic health conditions, should work with Accessible Education Services to determine appropriate forms of accommodation. Further details concerning policies and procedures may be found at: <http://academicsupport.uwo.ca/>.

Policy on Academic Consideration for a Medical/ Non-Medical Absence

- (a) Consideration on **Medical Grounds** for assignments worth *less than 10%* of final grade: **Consult Instructor Directly and Contact Academic Advising**

When seeking consideration on **medical grounds** for assignments worth *less than 10%* of the final course grade, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. If documentation is requested, the student will need to complete and submit the **Student Medical Certificate**. The instructor may **not** collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation.

b) Medical Grounds for assignments worth 10% or more of final grade: Go Directly to Academic Advising

University Senate policy, which can be found at [Academic Calendar - Western University \(uwo.ca\)](https://www.uwo.ca/academic_calendar) requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the “home faculty” is Huron), with supporting documentation in the form (minimally) of the Senate-approved Student Medical Certificate found at: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf.

The documentation is submitted in confidence and will not be shown to instructors. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor’s decision is appealable to the Dean.

c) Consideration on Non-Medical Grounds: Consult Huron Support Services/Academic Advising, or email huronsss@uwo.ca.

Students seeking academic consideration for a **non-medical** absence (e.g. varsity sports, religious, compassionate, or bereavement) will be required to provide appropriate documentation. All consideration requests must include a completed **Consideration Request Form**. Late penalties may apply at the discretion of the instructor.

Please review the full policy on Academic Consideration for medical and non-medical absence at: [accommodation_medical.pdf \(uwo.ca\)](https://www.uwo.ca/academic_calendar/academic_consideration_medical.pdf). Consult **Huron Academic Advising** at huronsss@uwo.ca for any further questions or information.

Support Services

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation, students should email an Academic Advisor in Huron’s Student Support Services at

hurousss@uwo.ca. An outline of the range of services offered is found on the Huron website at: <https://huronatwestern.ca/student-life/student-services/>.

Department Chairs, Program Directors and Coordinators are also able to answer questions about individual programs. Contact information can be found on the Huron website at: <https://huronatwestern.ca/contact/faculty-staff-directory/>.

If you think that you are too far behind to catch up or that your workload is not manageable, you should consult your Academic Advisor. If you are considering reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please refer to the Advising website, <https://huronatwestern.ca/student-life/student-services/academic-advising/> or review the list of official Sessional Dates on the Academic Calendar, available here: <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>.

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP and/or Scholarship/Bursary eligibility.

Huron Student Support Services: <https://huronatwestern.ca/student-life/student-services/> Office of the Registrar: <https://registrar.uwo.ca/>
Student Quick Reference Guide: <https://huronatwestern.ca/student-life/student-services/#1> Academic Support & Engagement: <http://academicsupport.uwo.ca/>
Huron University College Student Council: <https://huronatwestern.ca/student-life/beyond-classroom/hucsc/>
Western USC: <http://westernusc.ca/your-services/#studentservices>

Wellness and Health Supports at Huron and Western

University students may encounter setbacks from time to time that can impact academic performance. Huron offers a variety of services that are here to support your success and wellbeing. All Huron staff and faculty have received training on responding to disclosures of Gender-Based Sexual Violence (GBSV); students should know that the Community Safety Office is a resource for survivors, providing support and, if desired, guidance while referring them to the further supports that they may require. Please visit <https://huronatwestern.ca/student-life-campus/student-services/wellness-safety> for more information or contact staff directly:

Wellness Services:

hurouwellness@huron.uwo.ca Community

Safety Office: safety@huron.uwo.ca

Additional supports for Health and Wellness may be found and accessed at Western through, <https://www.uwo.ca/health/>.

Western Calendar - Policy Pages -
[Academic Calendar - Western University \(uwo.ca\)](#)