

1. **COURSE TITLE**

The Human History of Amorous Deeds

2. **COURSE CODE**

ENGL4117

3. **NO. OF UNITS**

3 units

4. **OFFERING DEPARTMENT**

English Language and Literature

5. **PREREQUISITES**

Nil

6. **MEDIUM OF INSTRUCTION**

English

7. **AIMS & OBJECTIVES**

1. To define our critical minds and practices;
2. To map the range of proper relations - historical, historicized, and critical – in humanist work and research;
3. To identify the ways in which criticism complicates social, intellectual, and academic consensus;
4. To reevaluate the continuing efficacy of criticism (its methods, themes, and debates) as it evolves to meet and inspect the developing needs of historical humanism;
5. To justify the persistent values and purposes of the Western critical tradition.

8. **COURSE CONTENT**

Taking its departure from the Western cultural project of historical humanism, this seminar will ask questions about the amorous deeds that occur within the processes of humanism's emergence and development. These questions presume that the pathology of love acts as the cultural dominant within domains of knowledge production, creativity, and species formation. They attempt to test the thesis that the erotic is both a necessary component in the development of humanism--one of its necessary conditions--and one of the consequences of that emergence. The syllabus will move from philosophy to aesthetics, from the mythical Greek to the posthuman. It shall cover a range of genres and include creative, critical, philosophical, and theoretical works.

9. **COURSE INTENDED LEARNING OUTCOMES (CILOS)**

	Upon successful completion of the course, students should be able to:
CILO 1	Exemplify how the course of amorous deeds has made possible the human history as we make it and the universe as we come to know it.
CILO 2	Build the genealogy of historical and critical humanism and connect its relation to Enlightenment and modernity.

CILO 3	Evaluate the process in which philosophical and aesthetic ambition— ‘truth’ and ‘beauty’--has not only inspired artists, thinkers, and critics, but also shaped important socio-political thoughts and produced revolutionary influence.
CILO 4	Analyze the different emotions at the center of the amorous deeds that have come to define our mode of being, historical, national, and cultural.

10. CILOS ALIGNMENT WITH ENG PROGRAM INTENDED LEARNING OUTCOMES (PILOS)

		PILO 1 Effective Scholarship	PILO 2 Academic Literacy	PILOS 3 English Proficiency	PILO 4 Research Skills	PILO 5 International Perspective	PILO 6 Teamwork/ Employability
CILO 1	Exemplify how the course of amorous deeds has made possible the human history as we make it and the universe as we come to know it.	√	√			√	
CILO 2	Build the genealogy of historical and critical humanism and connect its relation to Enlightenment and modernity.	√	√				
CILO 3	Evaluate the process in which philosophical and aesthetic ambition— ‘truth’ and ‘beauty’--has not only inspired artists, thinkers, and critics, but also shaped important socio-political thoughts and produced revolutionary influence.		√			√	
CILO 4	Analyze the different emotions at the center of the amorous deeds that have come to define our mode of being, historical, national, and cultural.	√				√	
	Total	3	3	0	0	3	0

11. TEACHING & LEARNING ACTIVITIES (TLAS)

This course requires students to:

- 1 attend lectures and apply knowledge;
- 2 articulate critical and theoretical concepts studied in the course readings;
- 3 review and evaluate students' learning reports;
- 4 attend an online test to exemplify effective scholarship;
- 5 complete a term paper on an assigned topic to test degree of academic literacy and exemplify research skills; and
- 6 create a research project to analyze and evaluate knowledge according to a range of topics.

12. ASSESSMENT METHODS (AMS)

Continuous assessment defines this course's assessment method. In determining the final grade, the course weights the various components as follows:

Oral Report on Reading	10%
Learning Report	15%
In-class Test: Keywords	25%
Final Project	50%

Assignment Type	CILOs	Description of Assignment
Oral Report on Reading	1, 2	Each week, one student group will come in with answers for a list of four to five questions related to the week's reading. These questions will focus on asking introductory facts about the writer and his or her work.
Learning Report	3, 4	Each week, one student group will write up the week's learning report for circulation. All students must understand the reports and are encouraged to build on them through the course online discussion forum.
In-class Test: Keywords	1, 2, 3, 4	This is an open-book, strictly timed, test that purports to assure understanding of and competence in all the major concepts.
Final Project	1, 2, 3, 4	Creative critical writing is essential to any humanistic education. Since it is important to learn how to discriminate what is important and what is of interest, students will have the opportunity to do analytical research-based, experientially critical project using their own combination of readings.