

**Humanities 3: Culture of Medieval and Renaissance Europe
Spring 2010—Irvine Valley College—Ticket #66190**

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Office Hours: Mon. 4:30-5:30

Tues. 11:00-12:30

Wed. 11:00-12:00

Thurs. 11:00-12:30

Catalogue Description: This course provides a general introduction to the study of European medieval and Renaissance culture from the 12th through the 17th centuries by considering selected primary texts and other objects of cultural production. Students rehearse and question the "standard narrative" that defines the modern age as a repudiation of medievalism initiated by the wholesale transformation of Western culture in the European Renaissance. Typical topics and concerns include questions of secular and sacred authority; religious orthodoxy and heresy; medieval cosmology and natural philosophy; the heroic ethos and its transformations; gender and social identity; European encounters in and with the "New World"; speculations on the ideal state; and the emergence of skepticism, individualism, and personality.

Course Requirements:

- “For each hour of lecture, the course should require two hours of outside of class study (homework) and/or assigned outside of class activity.” (from *California Community Colleges Guidelines for Title 5 Regulations*, Chapter 6, Part 1)
Therefore you will be required to spend, on average, six hours per week doing homework.
- Attendance at lecture three hours per week, taking notes.
- On average 100-150 pages of reading/week.
- Three college-level essays (3-5 pages, typed, double-spaced).
- Two essay examinations, including a comprehensive final exam.

Required Texts:

Abelard & Heloise. Trans. & Ed. Levitan. (Hackett)

Capellanus, Andreas. *The Art of Courtly Love.*

Chaucer, Geoffrey. *The Canterbury Tales.* (Norton Critical Edition)

Chretien de Troyes. *The Complete Romances.* Trans. Staines.

Dante. *The Inferno.* Trans. Hollander.

Machiavelli, Niccolo. *The Prince.* Trans. Bondanella. (Oxford World Classics)

Montaigne. *Essays.* Trans. Screech. (Penguin)

More, Thomas. *Utopia.* Trans. Turner. (Penguin)

Shakespeare, William. *The Tempest.* (Folger Shakespeare Library)

Various Supplementary Readings found online.

Learning Objectives:

By the end of the course the student should be able to:

- Describe the concept of “courtly love” and explain its position in the “history of love” within the western tradition.
- Explain, analyze, and evaluate various conceptions of subjectivity prevalent in Europe, 1100-1700.
- Explain, analyze, and evaluate the construction of “the Other,” within European discourse, 1100-1700, with special emphasis on gender, sexuality, religion, notions of “civilization,” “the infidel,” and “the savage.”
- Compare and contrast various approaches to morality, God, and the self displayed in assigned texts.
- Explain the role of Aristotle in the development of medieval theology.
- Explain, analyze, and evaluate the role of “reason” in medieval philosophy, literature, and theology.
- Explain the cultural and literary significance of the *Divine Comedy*.
- Interpret, analyze, and evaluate key texts from *The Inferno*.
- Explain the cultural and literary significance of the *The Canterbury Tales*.
- Interpret, analyze, and evaluate key texts from *The Canterbury Tales*.
- Explain, analyze, and evaluate Machiavelli’s *The Prince*.
- Explain, analyze, and evaluate various ways of interpreting Machiavelli’s *The Prince*.
- Explain, analyze, and evaluate More’s *Utopia*.
- Explain, analyze, and evaluate various ways of interpreting More’s *Utopia*.
- Explain, analyze, and evaluate assigned texts from Montaigne’s *Essays*.
- Explain, analyze, and evaluate the understanding of civilization and power in Shakespeare’s *The Tempest*.
- Identify and analyze key works of art by Caravaggio, Bernini, and Rembrandt.
- Recall key characters, themes, and events from all of the assigned texts.

Evaluation: Letter grades will be assigned for essays and exams. Final grades will be calculated using the standard four-point grading scale.

15%	Essay 1
15%	Essay 2
15%	Essay 3
20 %	Midterm
35%	Final

Late Work

Essays all essays must be submitted at the beginning of class on the day they are due. Essays will be docked a third of a letter grade for every day, or part of day, they are late (i.e., an essay submitted 25 hours late is two days late, and would be docked 2/3 of a letter grade).

Exams must be taken during the date and time assigned unless, in extenuating circumstance, PRIOR arrangements have been made with the instructor.

Study Guides

To stay consistent with the practices of most of my colleagues at UC campuses, I will NOT be distributing study guides for each exam. Here are some tips on prepare for the exam.

- Everything I say in class is important, and may be on the exam.
- Read, re-read, and read again every passage that I read in class.
- Think about the themes of the class and ask how those themes are reflected in the assigned works.
- Take good notes . . . don't just copy meaningless phrases . . . and review those notes. See: <http://www.dartmouth.edu/~acskills/success/notes.html>

Classroom Conduct

Disruptive students will be asked to leave the class. I invite your comments and questions, but ask that you raise your hand or otherwise wait to be acknowledged before offering your comments or questions. Talking, texting, or writing notes to other students in the class is considered disruptive behavior and you will be asked to leave the class. After being asked to leave the class for the second time, you will be referred to the college administration for disciplinary action.

PLEASE SILENCE YOUR CELL PHONES.

Talking on your cell phone during class time is absolutely prohibited.

Texting is also prohibited except in the case of personal emergencies or urgent messages from employers. If such a situation arises, you should quickly and unobtrusively deal with the message. If such a situation requires extended and immediate interaction on your part, please quietly leave the classroom to conduct your urgent business. Extensive texting during lecture will lead to my asking you to leave the class for the rest of the day.

I permit the use of laptop computers for the purpose of taking notes. All other uses are prohibited during class time.

I will make every effort to begin and end class on time and I expect you to do the same. I understand that any of us may, on occasion have to arrive late or leave early, but for the sake of the other students in the class I ask you to remain seated during the class period (unless it is an emergency).

If you must leave class early, please sit near an exit and do so quietly.

On Plagiarism

plagiarize /'pledʒz/ (also **plagiarise**)

→ **verb**

[with obj.] take (the work or an idea of someone else) and pass it off as one's own.

• take the work or an idea of (someone) and pass it off as one's own.

- DERIVATIVES **plagiarizer** *noun* .

(From: "plagiarize verb" *The Oxford Dictionary of English* (revised edition). Ed. Catherine Soanes and Angus Stevenson. Oxford University Press, 2005. Oxford Reference Online. Oxford University Press. Irvine Valley College. Accessed: 8 January 2008 <http://www.oxfordreference.com/views/ENTRY.html?subview=Main&entry=t140.e59317>)

From the IVC Academic Dishonesty Policy:

Plagiarism is any conduct in academic work or programs involving misrepresentation of someone else's words, ideas or data as one's original work, including, but not limited to, the following.

1. intentionally representing as one's own work the work, words, ideas or arrangement of ideas, research, formulae, diagrams, statistics, evidence of another.
2. taking sole credit for ideas and/or written work that resulted from a collaboration with others.
3. paraphrasing or quoting material without citing the source in the text.
4. submitting as one's own a copy of or the actual work of another person, either in part or in entirety, without appropriate citation (e.g., term-paper mill or internet derived products).
5. sharing computer files and programs or written papers and then submit individual copies of the results as one's own individual work.
6. submitting substantially the same material in more than one course without prior authorization from each instructor involved.
7. modifying another's work and representing it as one's own work.

Students caught plagiarizing will receive an "F" for the assignment and may be reported to the college administration for disciplinary action.

A NOTE ON EXAMS

Purpose: The primary purpose of the exam is to evaluate your mastery of the texts, concepts, and methods developed in the course. The purpose of the exam is not to see if you are “naturally smart” or a “good test-taker,” neither is it to evaluate what you may have learned in high school, other classes, or on Wikipedia.

Format: You can expect the exam questions to be challenging, requiring you to demonstrate a combination of knowledge, insight, and skill in responding to the questions. You will write a paragraph or two in response to questions that focus on material and ideas covered in class.

Evaluation:

A	<ul style="list-style-type: none">• Sophisticated in statement and insight• Comprehensive; every question is answered completely• Numerous relevant details demonstrating mastery of material• Represents the best responses given to this exam
B	<ul style="list-style-type: none">• Competent, college-level response• Complete; every question is answered competently• Answers supported by details from assigned texts• Represents superior understanding of course material
C	<ul style="list-style-type: none">• College-level response• Relatively complete. Responded to every question, but some questions are incomplete, misguided, or incorrect.• Answers tend to be vague with relatively few supporting details.• Represents minimally satisfactory understanding of course material
D	<ul style="list-style-type: none">• Not college-level discourse• Incomplete. Failed to answer some of the questions or answers are clearly incorrect, vague, or even misleading• Virtually no supporting details; mostly broad generalities• Demonstrates unsatisfactory level of understanding of course material
F	<ul style="list-style-type: none">• Not college-level discourse; incoherent, rambling, etc.• Fails to respond to several questions or response are largely wrong• Contains very few details• Represents a serious deficiency in understanding of course material• or . . . STUDENT CAUGHT CHEATING ON EXAM:<ul style="list-style-type: none">○ copying from another student○ exchanging information with another student○ using electronic devices○ using notes, books, etc. that have not been approved for that exam

Class Plan for Humanities 3 Summer Session 2009

Date	Topics Covered and Assignment(s) Due
January 13	First Day; Introduction to Class; No assignments due
January 20	Read: Andreas Capellanus, <i>The Art of Courtly Love</i>
January 27	Read: Chretien de Troyes, <i>Complete Romances</i> , pp. 170-256,
February 3	Read: <i>Abelard & Heloise</i> , pp. 1-126; skim pp. 127-259.
February 10	Read: Montaigne, "On Some Lines of Virgil," (pp. 260-329) Read: Julian of Norwich, <i>Revelations of Divine Love</i> . Available from the website: (http://faculty.ivc.edu/sfelder/Juliana Revelations of Divine Love.pdf)
February 17	Read: Anselm, " On the Existence of God " (on website) Read: Ibn Rushd (Averroes): On Religion and Philosophy "Intro," and "First Problem" Read: Thomas Aquinas, " On Being and Essence " (on website)
February 24	Read: Dante, <i>The Inferno</i> , Books I-XVII Essay #1 Due
March 3	Read: Dante, <i>The Inferno</i> , Books XVIII-XXXIV
March 10	Midterm Exam
March 17	Spring Break—No Class
March 24	Read: Chaucer, <i>The Canterbury Tales</i> , pp. 3-99.
March 31	Read: Chaucer, <i>The Canterbury Tales</i> , pp.102-130, 233-254, 306-307.
April 7	Read: Machiavelli, <i>The Prince</i> .
April 14	Read: More, <i>Utopia</i> . Essay #2 Due
April 21	Read: Montaigne, <i>Essays</i> , pp. 17-92
April 28	Read: Shakespeare, <i>The Tempest</i>
May 5	Film in Class: "Caravaggio" "Bernini"
May 12	Film in Class: "Rembrandt" Essay #3 Due
May 19	FINAL EXAM 7:30-9:30 p.m.