

## V55.0402 Conversations of the West: *Antiquity and the Renaissance*

A study of selected writers of the Antiquity and the sixteenth century, this course explores how books give shape, meaning and purpose to the world and the human experience. As it reinterprets the Greek and Roman legacy, the Renaissance faces crucial epistemological shifts triggered by new discoveries that call to mind our own struggles: making sense of a world in constant flux where truths are not only put into question but also lead to bloodshed. Grouped under four main themes – epic and the human experience, ideal societies, battles for truth, writings of the self – the lectures will discuss the purpose of this conversation between writers of different epochs and its relevance for understanding our own culture.

Along with the discussion of elemental thoughts, images, characters and stories of the culture of the Western world, this course aims at developing creative and logical thinking, critical reading, writing and communication skills as well as fostering professional behavior in a new academic environment.

<b>Section 28 Lecture: Tuesdays and Thursdays, 12:30-1:45, 5 Washington Pl., 101</b>	
Instructor: Prof. Benoit Bolduc benoit.bolduc@nyu.edu (212) 998-8709	Office: 13 University Pl., 604 Office hours: Tuesdays and Thursdays 3-4, and by appointment
<b>Section 29 Recitation: Fridays, 9:30-10:45, Silver 821</b> <b>Section 30 Recitation: Fridays, 11:00-12:15, 25 West 4 C-1</b>	
Instructor: Natalia Wodnicka new228@nyu.edu	Office: 13 University Pl., B27 Office hours: Tuesdays 2-4, and by appointment
<b>Section 31 recitation: Mondays, 8:00-9:15, 25 West 4 C-16</b> <b>Section 32 recitation: Mondays, 9:30-10:45, 25 West 4 C-2</b>	
Instructor: Elizabeth Applegate applegate@nyu.edu	Office: 13 University Pl., B21 Office hours: Thursdays 2-4, and by appointment
<b>Section 33 recitation: Mondays, 3:30-4:45, Silver 208</b> <b>Section 34 recitation: Mondays, 4:55-6:10, Silver 803</b>	
Instructor: Rachel Corkle rachel.corkle@nyu.edu	Office: 13 University Pl., B22 Office hours: Tuesdays and Thursdays 2-3, and by appointment

## REQUIRED TEXTS AVAILABLE AT THE UNIVERSITY BOOKSTORE

- *The Oxford Study Bible* (green cover), eds. M. Jack Suggs et al. (Oxford UP, 1992)
- Plato. *The Symposium*, tr. Christopher Gill (Penguin Classics, 2003)
- Sophocles. *Antigone* in *Sophocles I: Oedipus the King; Oedipus at Colonus; Antigone*, tr. David Grene (U Chicago P, 1991)
- Virgil. *The Aeneid*, tr. Allen Mandelbaum (Bantam, 1981)
- Augustine. *Confessions*, tr. Henry Chadwick (Oxford UP: World's Classics, 1992)
- Machiavelli, *The Prince*, (Oxford UP: World's Classics, 2005)
- Marguerite de Navarre, *Heptameron* (Penguin Classics, 1984)
- Montaigne, *Essays* (Penguin Books, 1993)
- Shakespeare, *Hamlet* (Oxford UP: Oxford School Shakespeare, 2007)
- Cervantes, *Don Quixote* (Penguin Classics, 2003)

## GETTING HELP

Blackboard: On the course website, you will find:

- a synopsis of each lecture summarizing its key concepts and definitions
- tips on writing, reading and presentations
- links to useful NYU websites
- a bulletin board suggesting extra-credit activities
- our discussion board where the best spot quotations submitted will be posted. This is where you can post a comment as part of the extra-credits assignments, and where you will find the material to study for the quizzes and exam.
- a list of useful websites to contextualize your readings

Bobst Library: Find a book, watch a movie, listen to a recording and more! Take a library class (schedule at Bobst: Info Desk, 1<sup>st</sup> floor) and/or take a virtual tour of the library online ([library.nyu.edu/research/tutorials](http://library.nyu.edu/research/tutorials))

Writing Center: Located on 411 Lafayette Street, the Writing Center offers individual consultation sessions for all NYU students (by appointment only). (212) 998-8866; [www.nyu.edu/cas/ewp/html/writing\\_center.html](http://www.nyu.edu/cas/ewp/html/writing_center.html)

The College Learning Center: This center provides tutoring, academic skills workshops and help with specific classes, paper writing, study skills, as well as review for exams. All sessions are offered on a walk-in basis and feature tutoring by experienced upper-level students. (212) 998-8085; [www.nyu.edu/cas/clc](http://www.nyu.edu/cas/clc)

Wellness Exchange: Professionals can help you deal with personal and health-related issues. (212) 443-9999 (24/7 confidential calls); [www.nyu.edu/999](http://www.nyu.edu/999)

FALL 2007 SCHEDULE				Things to do before coming to class	
Part I	Week 1	lectures	09/04		
			09/06	Read <i>Aeneid</i> , book 1-2, pp. 1-54	
		recitation	09/07 09/10		
	Week 2	lectures	09/11	Read <i>Aeneid</i> , book 3-4, pp. 55-102	
			09/13	Read <i>Aeneid</i> , book 6, pp. 131-160	
		recitation	09/14 09/17	Study examples of quotation analysis (photocopies)	
	Week 3	lectures	09/18	Read <i>Don Quixote</i> , prologue, I, i-ix, pp. 11-77	
			09/20	Read <i>Don Quixote</i> (II, xxii-xxiv, pp. 630-648)	
		recitation	09/21 09/24	response paper on <i>Don Quixote</i> oral presentation (1 or 2 students)	
Part II	Week 4	lectures	09/25	Read <i>Don Quixote</i> (II, xl-xlv, pp. 750-791; lxxiv, pp. 975-982)	
			09/27	Read <i>Symposium</i> , 172a-198a, pp. 3-32	
		recitation	09/28 10/01	questions, quotation or response paper on <i>Symposium</i> oral presentation (1 or 2 students)	
	Week 5	lectures	10/02	Read <i>Symposium</i> , 198b-223d, pp. 32-64	
			10/04	Read <i>Heptameron</i> , prologue, pp. 60-70	
			10/05	<b>NO RECITATION</b>	
			10/08	<b>NO RECITATION</b>	
	Week 6	lectures	10/09	Read <i>Heptameron</i> , first day, stories 1-9, pp. 71-121	
			10/11	Read <i>Heptameron</i> , Parlamente's stories, 10, 13, 21, 40, 42, 57, 64 (see summaries p. 47-59 to find pages)	
		recitation	10/12 10/15	questions, quotation or response paper on <i>Heptameron</i> oral presentation (1 or 2 students)	
	Week 7	lectures	10/16	Read <i>The Prince</i> , dedicatory letter, pp. 5-6; i-xi, pp. 7-42	
			10/18	Read <i>The Prince</i> , xv-xxiii, p. 53-82; xxvi, pp. 87-90	
		recitation	10/19 10/22	questions, quotation or response paper on <i>The Prince</i> oral presentation (1 or 2 students)	
	Part III	Week 8	lectures	10/23	<b>QUIZ 1</b>
				10/25	Read <i>Genesis</i> , 1-50, esp. 37-50 (story of Joseph)
recitation			10/26 10/29	questions, quotation or response paper on <i>Genesis</i> oral presentation (1 or 2 students)	
Week 9		lectures	10/30	Read <i>Exodus</i> , 1-19, 24, 32-40	
			11/01	Read <i>Luke</i> , 1-24	
		recitation	11/02 11/05	questions, quotation or response paper on <i>Luke</i> oral presentation (1 or 2 students)	
Week 10		lectures	11/06	Read <i>Antigone</i> , entire play	
			11/08	Reread <i>Antigone</i> , selected scenes	
		recitation	11/09 11/12	questions, quotation or response paper on <i>Antigone</i> oral presentation (1 or 2 students) <b>Essay due (750 words)</b>	

<b>Part IV</b>	Week 11	lectures	11/13	Read <i>Hamlet</i> , entire play	
			11/15	Reread <i>Hamlet</i> , selected scenes	
		recitation	11/16 11/19	questions, quotation or response paper on <i>Hamlet</i> oral presentation (1 or 2 students)	
	Week 12	lecture	11/20	Read <i>Confessions</i> , I-VI, pp. 3-110	
			11/21	<b>NO RECITATION</b>	
			11/22	<b>NO LECTURE</b>	
			11/23	<b>NO RECITATION</b>	
		11/26	<b>NO RECITATION</b>		
		lectures	11/27	Read <i>Confessions</i> , VII-X, pp. 111-220	
			11/29	Read <i>Essays</i> , "To the reader," p. 23, "On the affection of fathers for their children," pp. 137-158	
	recitation	11/30 12/03	questions, quotation or response paper on <i>Confessions</i> oral presentation (1 or 2 students)		
	Week 13	lectures	12/04	Read <i>Essays</i> , "On friendship," pp. 91-105 "On three kinds of relationships," pp. 250-264	
			12/06	Read <i>Essays</i> , "On experience," pp. 343-406	
		recitation	12/07 12/10	questions, quotation or response paper on <i>Essays</i> oral presentation (1 or 2 students)	
	Week 14	lecture	12/11	<b>QUIZ 2</b>	
	<b>Final exam between 12/14 and 12/21</b>				

## REQUIREMENTS AND GRADED ASSIGNMENTS

• **Attendance and class participation are required at all lectures and recitation meetings.** The lectures set out the key directions and concepts of the course. They function in tandem with the recitations. Students are expected to have read each of the works on the reading list, be prepared for the discussions and participate actively in the recitations (20%).

Note: You must notify Prof. Bolduc or your preceptor by telephone or email if you will not be able to attend a class because of a religious holiday or illness (documented medical emergency). **A failing grade may be assigned to any student with three unjustified absences from the lecture and/or recitation.**

• **Lecture:** 2 quizzes (20%) + final exam (15%) based on student-selected quotations and comments posted on the Discussion Board (Blackboard).

• **Recitation:** 3 discussion questions (5%); 3 spot quotations (15%); 3 response papers (250 words) (15%); 1 oral presentation in lieu of a response paper (5 minutes) (5%); 1 short essay (750 words) (+ rewrite) (5%). Writing assignments give you the opportunity to formulate central

insights encountered in your readings and improve your writing skills. Once during the semester you will be asked to prepare a five minute oral presentation with a fellow student. Preceptors will explain each activity in detail during recitations.

Note: Assignments have to be printed and handed at the beginning of each recitation. Electronic copies sent by email will not be accepted. You must contact your preceptor if you are unable to hand in a paper on time. **No late work will be accepted without prior clearance.**

- Extra credit: Satisfactory and timely completion of 2 extra-credit assignments can raise your grade one step (eg. B- to B; B+ to A-). One of the assignments (not necessarily in the order they are presented below) must be handed in no later than 10/18/2007 and the other no later than 12/06/2007.

1<sup>st</sup> assignment: post a 250-word, well-written and well-structured commentary about one spot quotation on the course electronic forum.

2<sup>nd</sup> assignment: write a 500-750 word, well-written and well-structured report on one extra-curricular activity you have accomplished between 09/04/2007 and 12/10/2007. The report should state how the activity broadened your understanding of the material studied in class. For a list of possible activities, consult the Blackboard Bulletin Board.

Note: Extra credits are granted by Prof. Bolduc. The report on an extra-curricular activity should be handed to him at the beginning or the end of a lecture. **Submitting an assignment does not guarantee a grade markup:** you may be asked to improve your submission or complete a different report or commentary to meet the course's standards.

## ETIQUETTE

Punctuality: You are expected to arrive a few minutes before class begins. If you arrive after the beginning of the class, **you must take a seat in the front row of the auditorium** in order to minimize disruption. Apart from emergencies, as a matter of courtesy to the instructors and your fellow students, remain in the classroom for the duration of the lecture or recitation. If you absolutely have to leave the classroom before the end of the lecture or recitation, please do so as quietly as you can.

Course material: Please bring assigned books to every lecture and recitation.

Food and electronics: Note that eating is not allowed in the classroom at any times and that **the use of any electronic devices including portable computers is not permitted.** As a rule, cell phones, blackberries and pagers should be turned off. If you are seen sending or receiving text messages or if one of your gadgets rings during the lecture, you may be asked to leave the class and therefore lose the credit for attendance on that day.

Voice messages: When leaving a voice message, please say your name slowly and clearly and mention that you are a student of this course. If you want to be called back and leave a phone number, again, please do so intelligibly.

Email messages: Because of its speed and convenience, email communication may sometimes provoke misunderstandings. A sender's friendly "joke" or lack of form may be interpreted by the receiver as a lack of consideration, especially if they have never met. For professional, study or work-related exchanges, a certain degree of formality is necessary to prevent embarrassing missteps. **Communication with the professor or your preceptor should always be formal.** Text messages sent from cell phones are not appropriate unless you can achieve the same standards as when using a full keyboard:

1. In the subject line write "MAP" + a few words describing your request. Ex. : "MAP religious holiday related absence"
2. The friendliest yet still formal way of beginning your message is with "Dear (name of preceptor)" or "Dear Prof. Bolduc".
3. Write complete words and sentences paying attention to grammar and spelling.
4. Do not capitalize words or sentences, multiply exclamation points or include "affective signs" (smiley).
5. Read your message twice before sending it to make sure it is as clear and direct as possible and free of spelling and grammar mistakes. It is often good to put yourself in the position of the reader and ask yourself if any parts of your message could be misinterpreted.
6. End with an appropriate greeting ("Sincerely", "Many thanks", etc.)
7. Write your full name.

Another good rule of thumb is to wait a few minutes or a few hours before sending a message, especially when you feel particularly agitated, for instance when you are struggling with a difficult passage of a text. Once you calm down, the message you have written may not appear as important as it did when you wrote it. Do not expect an instant reply; your preceptor or the professor will do as best as she or he can to answer your messages in a timely fashion, usually within the following business day.

Discussion board: The Blackboard discussion board is a place to exchange reading experiences based on rational analysis and presented in convincing and compelling sentences. The best spot quotations submitted in the recitations will be posted on the board allowing us to extend our conversation outside the classroom as well as providing material for the quiz and the final exam. For extra-credits, you may elect to respond to a posting by writing a formal 250 word comment (see previous page), but you are also encouraged to express your thoughts or suggest a correction in a few lines whenever you want. Posting is a public gesture comparable to speaking in front of your peers except that nobody can see you: words have to convey all the nuances that you want to express and reveal your "reader persona". Follow the advices given for email messaging under point 3, 4 and 5. Hold your feelings and your temper at bay and keep an open mind especially when you are in disagreement with your interlocutor. Remember that for this course, **the process is more important than the end result.** We are not looking for truths; we are looking at ways to investigate the truth.

Academic Integrity: Plagiarism is a serious offense and **might jeopardize your career as a student at NYU.** Please read the "Academic Integrity" section of the MAP website carefully (<http://www.nyu.edu/cas/map/about/academicintegrity.html>). If you are in doubt, do not hesitate to ask your preceptor for advice.