Course Goals:

The Renaissance understands itself as an age bearing witness to the "rebirth" of classical antiquity. In art, philosophy and literature it also assumes the task of reconciling the cultural inheritance of Greece and Rome with the Christian tradition (itself entering into a moment of crisis as allegiances split between the Catholic Church and the "reformed" church of Luther). Our first task will be to look at antiquity. Our second, to explore the ways in which European culture between 1400 and 1700 invents itself—and us—by reinventing the past. The texts we read are listed below. The ideas to be explored over the course of the term include, first of all, “antiquity” and “the Renaissance,” and then such fundamental ideas as those of the self, community, language, history, gender, ethics, and the divine.

Required texts (at University Book Store)

Note that you may substitute other editions if you already have them—e.g., of the Bible, or Shakespeare:

*The Oxford Study Bible* (Oxford)
Homer, *Odyssey*. tr. Allen Mandelbaum (Bantam)
Sophocles, *Sophocles I.* (2nd Ed. tr. David Grene (Chicago)
Plato, *Five Dialogues*. tr. Grube (Hackett)
Virgil, *Aeneid*. tr. Allen Mandelbaum (Bantam)
Augustine, *Confessions*. tr. Chadwick. (Oxford World Classics)
Castiglione, *Book of the Courtier*. Tr. George Bull (Penguin)
Montaigne, *Essays* tr. J.M Cohen (Penguin)

Course requirements:

Two 6-8 page essays (20% each)
Participation in Recitation (20%)
Midterm exam (20%)
Final exam (20%)
Course policies:

1. Deadlines:

All work is due when it is due. Late work will be penalized five points per day in fairness to students who hand in assignments on time. All course requirements must be completed satisfactorily for a passing grade.

2. Attendance:

Attendance will be taken in lecture and in recitation. A maximum of four absences are allowed in lecture, and a maximum of two in recitation—no excuses needed or explanations required. However, with the sole the exception of absences for serious and documented medical emergencies (you broke your leg), every absence beyond the allotted number in either category will automatically lower your final grade by one full grade. The point is to regard your allotted absences as a bank for sick days or personal issues, and to use them—or rather, save them—appropriately. Work missed because of any absence must be made up. If you know that you will need to be absent for any reason, you should inform your recitation instructor in advance.

3. Academic integrity:

Any instances of academic dishonesty, cheating or plagiarism (including e-plagiarism) will result in a failure in the course and a letter of notification to the Dean. There is no appeal to the instructor, as plagiarism is a matter of fact (what appears on the page) and not of the intention of the plagiarist (“I didn’t mean to do it”). Ignorance, anxiety, lack of time, and so on, are not legitimate excuses. If you are unsure about the proper use of sources, or if you have other problems with your writing such that you might be tempted to listen to the devil on your shoulder, it is your responsibility to consult your section leader for help. For a further explanation, please read the "Statement on Academic Honesty" posted under the "Course Information" button on Blackboard.

4. Examinations:

Examinations are to be taken at the designated time and place, on the designated day. The final exam cannot be administered in advance. It cannot be “made up” afterwards except in the case of a documental medical emergency on the scheduled day. Those who need special accommodation should present their documentation to the instructor at the beginning of the term.

Tutorial assistance:

Additional tutorial assistance for this class is available to you free of charge at the College Learning Center located on the 1st Floor of Weinstein Hall (right behind Java City). For information on one-on-one and group peer tutoring, please stop by the CLC or go to their website: [http://www.nyu.edu/cas/clc](http://www.nyu.edu/cas/clc). They can also be reached at 212.998.8008.
Schedule of Lectures:

JANUARY
24: Introductory: “Texts” and the “Ideas”
26: The Book of Genesis
31: The Book of Exodus

FEBRUARY
02: The Gospels of Luke and John
07: The Acts of the Apostles
09: Homer, Odyssey (Books 1-12)
14: Homer, Odyssey (Books 12-24)
16: Sophocles, Antigone
21: Presidents’ Day (no class)
23: Plato, Phaedo
28: Plato, Symposium

MARCH
02: Virgil, Aeneid (Books 1-6) [First Paper Due in Lecture]
07: Virgil, Aeneid (Books 7-12) and review for the midterm
09: MIDTERM EXAMINATION
14: Spring recess all week 😊
21: Augustine, Confessions: Books 1-8
23: Augustine, Confessions (continued)
28: Bridge Lecture: Antiquity to the Renaissance*

30: Bridge Lecture: What is the "Renaissance"?*

APRIL

04: Castiglione, The Courtier (Books 1 and 4)

06: Machiavelli, The Prince

11: Machiavelli, The Prince (cont’d)

13: More, Utopia

18: More, Utopia (continued)

20: Erasmus, Praise of Folly


27: Shakespeare, The Tempest

MAY

02: Shakespeare, The Tempest (Cont’d)

04: Conclusion

09: Review

11: Final examination (4:00-6:00 pm)
Statement on Academic Integrity
Morse Academic Plan, College of Arts and Science

As a student at New York University, you have been admitted to a community of scholars who value free and open inquiry. Our work depends on honest assessment of ideas and their sources; and we expect you, as a member of our community, likewise to maintain the highest integrity in your academic work. Because of the central importance of these values to our intellectual life together, those who fail to maintain them will be subject to severe sanction, which may include dismissal from the University.

Plagiarism consists in presenting ideas and words without acknowledging their source and is an offense against academic integrity. Any of the following acts constitutes a crime of plagiarism.

- Using a phrase, sentence, or passage from another person's work without quotation marks and attribution of the source.
- Paraphrasing words or ideas from another's work without attribution.
- Reporting as your own research or knowledge any data or facts gathered or reported by another person.
- Submitting in your own name papers or reports completed by another.
- Submitting your own original work toward requirements in more than one class without the prior permission of the instructors.

Other offenses against academic integrity include the following.

- Collaborating with other students on assignments without the express permission of the instructor.
- Giving your work to another student to submit as his or her own.
- Copying answers from other students during examinations.
- Using notes or other sources to answer exam questions without the instructor's permission.
- Secretly or destroying library or reference materials.
- Submitting as your own work a paper or results of research that you have purchased from a commercial firm or another person.

Particular emphasis is placed on the use of papers and other materials to be found on the World-Wide Web, whether purchased or freely available. In addition to having access to the same search engines as students, faculty also have at their disposal a number of special websites devoted to detecting plagiarism from the web.

Plagiarism and other cases of academic fraud are matters of fact, not intention. It is therefore crucial that you be diligent in assuring the integrity of your work.

- Use quotation marks to set off words that are not your own.
- Learn to use proper forms of attribution for source materials.
- Do your own original work in each class, without collaboration, unless otherwise instructed.
- Don't use published sources, the work of others, or material from the web without attribution.
- For further information, consult the Bulletin of the College of Arts and Science, the CAS Academic Handbook, and the Student's Guide to NYU.

revised 11/2005
Academic Guidelines for Students
Morse Academic Plan, College of Arts and Science

To help foster common academic expectations among students and instructors, the following guidelines for MAP courses are offered to students. While these represent minimum expectations across the curriculum, individual faculty members may set additional course requirements. Students should therefore consult the course syllabus for details of policies in each class.

Attendance
Inasmuch as students have voluntarily sought admission to the University, they are expected to attend all class meetings, including all lectures and all meetings of associated recitation, workshop, or laboratory sections. Students may be excused for documented medical or personal emergency and will receive reasonable accommodation for the observance of religious holidays. In these cases, they should contact their instructors in advance or, in cases of emergency, as soon as is practicable. Students are responsible for making up any material or assignments they miss.

Classroom Decorum
The classroom is a space for free and open inquiry and for the critical evaluation of ideas, and it should be free of personal prejudice. Students and instructors alike have an obligation to all members of the class to create an educational atmosphere of mutual trust and respect in which differences of opinion can be subjected to deliberate and reasonable examination without animus.

As a matter of courtesy to their fellow students and instructors, students should arrive at class promptly, prepared and ready to participate. Students are reminded particularly to shut off all cellular telephones and pagers and, except in cases of emergency, to remain in the classroom for the duration of the lecture or section meeting. If it is necessary to leave or enter a room once class has begun, students should do so quietly and with as little disruption as possible. Under University policy, disruptive classroom behavior may be subject to faculty review and disciplinary sanction.

Completion of Assignments
Students are expected to submit course work on time and to retain copies of their work until a final grade has been received for the course. Instructors are not obliged to accept late work and may assign a failing or reduced grade to such assignments.

Students who encounter sudden and incapacitating illness or an other comparably grave circumstance that prevents them from completing the final examination or assignment in a course may request a temporary mark of Incomplete from the course instructor. To receive an Incomplete, students must have completed all other requirements for the course, including satisfactory attendance, and there must be a strong likelihood they will pass the course when all work is completed.

Questions and Concerns
Up-to-date course information is available on the MAP website: www.nyu.edu/cas/map. Questions, concerns, comments, and feedback may be directed to the following members of the MAP staff, located in 903 Silver Center, 212-998-8119. Complaints will remain confidential.

Director: Prof. Joy Connolly  morse.plan@nyu.edu
Associate Director for the FCC: Prof. Vincent Renzi  map.fcc@nyu.edu
Associate Director for the FSI: Prof. Trace Jordan  map.fsi@nyu.edu
Department Administrator: Ms Janet Lebeda  morse.plan@nyu.edu

revised 1/2010
Why MAP?
A Guide for Students

What is the MAP?
The Morse Academic Plan is the group of core courses that every student must complete in order to earn a degree from the College of Arts and Science. It represents the considered judgment of the faculty about what every College graduate should know as a part of his or her liberal arts education. In other undergraduate divisions at NYU, faculty of those schools have adopted parts of the MAP to provide a core experience in the liberal arts for their students as well. Because it is shared by students across different schools, majors, and programs, the MAP is also sometimes called the general education curriculum.

What’s “liberal” about the liberal arts?
“Liberal” comes from the Latin word liber, meaning “free.” In ancient Greece and Rome, liberal education was the pursuit of free men, that is, those with the means and leisure to be able to devote themselves to learning, rather than to labor.

Today when we speak of “liberal education,” we mean an education in the “liberal arts,” an education for men and women that frees intellectual capacities and the imagination through the study of human endeavor on a broad scale, from music, art, and philosophy, to encounters with nature and with cultures of other times and places.

What are the “liberal arts”?
Sometimes also called the “arts and sciences” or “liberal arts and sciences,” in the medieval university curriculum they were seven in number: grammar, logic, rhetoric, arithmetic, geometry, astronomy, and music.

Today, the liberal arts encompass all the disciplines of the humanities and social sciences, mathematics, and the natural sciences—all those areas of inquiry that are pursued for the sake of expanding human knowledge, rather than as training for a particular profession.
What’s the practical value of liberal education?

Education in the liberal arts builds your critical, analytic, and communications skills, giving you the preparation you need to flourish in the world of work and to become a productive member of society.

More than this, however, education in the liberal arts is preparation for life as a responsible, actively engaged citizen, equipping you with the open-mindedness and soundness of judgment necessary to reason, act, and lead. Indeed, this University—and the whole enterprise of higher education in the United States—was founded on the belief that college graduates have a special opportunity and responsibility to contribute to the common good.

What are the faculty’s specific goals for the MAP?

In designing the MAP, the faculty sought to ensure that students would expand their capacity to communicate effectively, by improving their writing and gaining proficiency in a foreign language. This is why every undergraduate must complete Writing the Essay or its equivalent, and why the University maintains extensive opportunities for language study both in New York and at the global sites, as well as the non-credit Speaking Freely program.

The faculty also wanted to provide every student with opportunities to build his or her quantitative skills and to study the natural sciences. These studies give you the knowledge you need to be an independent-minded citizen in a world increasingly shaped by science and technology, where urgent questions of policy require prudent, well-informed judgments. We aim, too, to foster your appreciation of mathematics and the sciences as liberal pursuits.

We likewise believe that students should gain knowledge of the social sciences, which study how humans communicate, organize their communities, worship, use language, and engage in trade and diplomacy. Because the fine and performing arts connect us in unexpected ways, give pleasure, and reveal new perspectives on the world, the MAP also includes courses in Expressive Culture.

Finally, students should come to think of themselves as citizens of a larger world by gaining the ability to comprehend how people remote from themselves understand, experience, and imagine their lives. They should also come to know themselves better by engaging critically with the significant ideas that have shaped contemporary culture. For these reasons, all students in the MAP complete a course in Cultures and Contexts and a course in Texts and Ideas.

Does all this mean that you will take a few courses outside your main interests and comfort zone? That is our intention: Stretching the mind and rethinking old assumptions and beliefs are important preparation for your future. The MAP represents our commitment as a faculty to assuring you an undergraduate education that will equip you for success in your later careers and prepare you for a life of thinking critically and creatively about who you are, who you want to be, and how to better the world we live in.