

## General Education Course Proposal

Proposed Course: HUM 104 Humanities in the Middle Ages Units 3.0  
Prefix No. Title

Department: Foreign Languages School: Arts & Humanities

**GE Category (Indicate one category only):**

Foundation: A1\_\_\_; A2\_\_\_; A3\_\_\_; B4\_\_\_  
 Breadth: B1\_\_\_; B2\_\_\_; C1\_\_\_; C2\_\_\_; D\_\_\_; E\_\_\_  
 Integration: B\_\_\_; C x; D\_\_\_; International/Multicultural\_\_\_

Existing Course x; Revised Course \_\_\_; New Course \_\_\_

Course Included in Current GE Program x

New courses require the Undergraduate Course Proposal form in addition to this form.  
 Revised courses require the Undergraduate Course Change Request in addition to this form.

**Proposed catalog description:** Limit course description to 40 words using succinct phrases. Include prerequisites, limitations, lecture/lab hours. Indicate former course number, e.g., (Former Biol 105)

An examination of art, literature, philosophy, and music and their interrelationships in European culture during the Middle Ages and Renaissance. (Former INTD 104)

Enrollment limit per section: 50

Expected number of sections per semester – Year 1 1; Year 3 2

**Attachments:**

1. A statement presenting the ways in which this course meets the Specifications provided in the appropriate section of the General Education Policy as well as in the Policies for Inclusion and Evaluation of General Education Courses.
2. A statement of elements common to all sections of this course, identifying content, objectives, required student activities, grading policy, representative texts, and an approximate schedule for the course. Required student activities include such things as papers, research projects, homework, laboratory and/or studio performance, recitations, participation, attendance, and exams.
3. A typical syllabus for a particular offering of the course.
4. Any special cost factors associated with this course.

**Approval for Inclusion in General Education**

Bruce Proulx 9/28/99 T. Witt 10/28/99  
Department Chair Date School Curriculum Committee Date

Luis J. Cortes 11/2/99 Patricia Ann 12/3/99  
School Dean Date General Education Subcommittee Date

Brandt Kehoe 12/3/99  
Associate Provost Date

## 2. Elements Common to All Sections of Course

1. *Content*: All sections will teach and integrate Medieval and Renaissance European social, political, and cultural history, as well as aesthetic, political, religious, and literary values and ideas through primary works of art, sculpture, poetry, history, philosophy, and religion. Such ideas may include, but are not limited to, issues such as 1) The relationship between Classical culture, particularly philosophy, and Christianity; 2) The relationship between Platonism, neo-Platonism, and Christian theology 3) The relationship between and definition of reason and passion in human identity; 4) The concept of God; 5) Definitions of Christian virtue; 6) Salvation history 7) Literary criticism and aesthetic criteria, and their relationship to ethical and moral issues; 8) The role of Providence, chance, and free will 9) The Gothic Cathedral and the theology of light; 10) The rise of individualism and literary and artistic realism. These themes and ideas will be experienced through primary works, and techniques of criticism and analysis practiced by students in written work and examinations. Interrelations among artistic and literary media, politics, philosophy, and history, as well as connections to later Western culture, particularly Christianity, will be emphasized. Primary works must be chosen to reflect historical range and a variety of genres and creative media.

2. *Objectives*. Students will finish each section having read the assigned primary works, participated in class discussion, and demonstrated critical ability and understanding of course themes through essay examinations and formal essays.

3. *Activities*. Completion of assigned readings; attendance; class discussion; essay examinations; formal essay (writing to total 4000 words). The formal essay will be evaluated on the basis of mechanical/grammatical correctness **and** the presentation and development of the thesis as well as the coherence of the argument. Students will be recommended to use the *MLA Handbook* for the format of their essays.

**4. Grading Policy.** Students must average at least 60% on all work during the semester in order to pass the course. No more than 5% credit for extra projects will be allowed. Class attendance and participation will earn 10% credit.

**5. Text.** Texts will be selected from the classics of Medieval and Renaissance literature such as (but not limited to) Boethius, *The Song of Roland*, Chretien de Troyes, Chaucer, Dante, Shakespeare, Aquinas, Bocaccio, Cellini, Petrarch. See sample syllabus for other examples of primary texts. Secondary works may be used as well, providing they are general introductions suitable for undergraduates, such as the *Oxford History of Medieval Europe* or Cook and Herzman, *The Medieval World View*, Jackson, *Medieval Literature*.

**6. Schedule.** Each week students will read from assigned works, identify and discuss major themes, and relate to modern society and culture. Given the wide variety of primary works available to instructors, actual schedules will vary depending on media chosen. However, each section will each week address the three objectives enumerated above. The following schedule offers an **approximate** breakdown of the time devoted to each topic.

Weeks 1-2 should introduce students to the European historical context from 600-1500, outline the relationship of Christianity to Greek and Roman culture, and define and discuss the methodologies and techniques of literary and cultural analysis, philosophical inquiry, appreciation of art, etc. depending on the topics chosen by the particular instructor. However, **all** sections will spend at least two weeks of the semester on such introductory and propaedeutic materials.

Weeks 3-5 should introduce one to two themes which will be defined and discussed, and coordinated with the readings from primary texts. The course should every class meeting move between the somewhat abstract idea and the specific, more concrete embodiment of it in the assigned readings.

Weeks 6-10 Will introduce a new theme (or two) that should be related directly to the previous and likewise is defined and discussed in the context of the primary readings.

Weeks 11-15 Two more themes may be introduced.

Ideally, each course will develop from 3-6 topics or themes for the whole semester, spending four weeks for each theme or pair of themes.

**There are no special cost factors associated with this course.**

**Syllabus**  
**Humanities 104**  
**Humanities of Medieval and Renaissance Europe (3 Units)**  
Interrelations among art, history, literature, politics, and philosophy in  
Medieval and Renaissance Europe.

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**Texts**

William R. Cook and Ronald B. Herzman, *The Medieval World View*  
John Hale, *The Civilization of Europe in the Renaissance*  
Chaucer, *The Canterbury Tales*, selections  
Dante, *The Divine Comedy*, selections  
Boethius, *The Consolation of Philosophy*  
Shakespeare, *Hamlet*

**Requirements**

- Class attendance and participation (10%)
- Two essay examinations, each 500 words minimum (60%)
- Essay: 3000 words minimum; topic choice will be made from list of topics handed out by instructor; choice of topic and primary work must be made by Week 6 and cleared with instructor; Essay due Week 10 (approx. 12 pages; %30) All essays will be evaluated on the basis of mechanical/grammatical correctness **and** presentation and development of thesis as well as coherence of argument. Students should use the *MLA Handbook* for the format of their essay.
- Extra Credit (5%)

**Grading Scale**

100-90 A  
80-89 B  
70-79 C  
60-69 D

## Course Goals

Students will finish the semester having read assigned primary works, and understood major themes and ideas identified in class discussion and lecture, as evidenced by passing performance on essay exams covering these themes and ideas. In addition, students will demonstrate their comprehension of these themes and ideas by written analysis in a formal essay utilizing both primary and secondary sources.

## Course Policies

Students are expected to attend class with their books, and having read the writings assigned. Late work, whether exams or exercises, will not be accepted except for legitimate emergencies (sickness, death in family, child-care problems, work conflicts, accidents).

Class participation is mandatory. Everyone is expected to contribute to Discussion topics, which also are possible paper topics. Everyone will be treated with respect and consideration. Talking, eating, or sleeping in class is not acceptable. Students who are having difficulty are encouraged to meet with the professor during office hours for extra help.

Cheating and Plagiarism will be dealt with according to the policies set for in the Catalogue and Schedule of Courses. Students with disabilities should communicate their needs to the instructor and the university.

## Schedule

All readings must be completed before class. Instructor reserves the right to adjust the schedule.

*Week 1:* Introduction: Outline of European history 600-1500; Cook and Herzen, 115-222; Hale, 51-142.

*Week 2:* Introduction: How to read literature; Analysing literature and cultural products for themes and ideas. Christian theology and its debt to Greek philosophy: Cook and Herzen, 29-78; Boethius, Books 1-2

*Weeks 3'-4.* Salvation history, Providence, and Free Will: Boethius Books 3-5

*Week 5:* The Gothic Cathedral and the theology of light; Cook and Herzen, 262-93; slide presentation.

*Week 6:* **Students must choose a topic this week and clear with instructor.** The Gothic Cathedral and Christian theology: Introduction to Dante; Cook and Herzen, 79-112.

*Weeks 7-8:* **Midterm essay exam.** Dante, *The Divine Comedy*: aesthetics and theology; the synthesis of Classical and Christian; the *Comedy* and the Gothic Cathedral.

*Week 9* Renaissance humanism and its debt to Classical antiquity; Hale, 355-419.

*Week 10.* **Essays Due.** The rise of individualism: Italian portraiture; introduction to literary and artistic realism (slide presentation); introduction to Chaucer.

*Weeks 11-12:* Realism and medieval typology: Chaucer's *Prologue*, *Miller's Tale*, and *Knight's Tale*.

*Week 13* Individualism and gender: The Wife of Bath's *Prologue* and *Tale*.

*Week 14* Renaissance art and the recovery of Classical antiquity (slide presentation).

*Week 15:* The crisis of modernity and reason: Shakespeare's *Hamlet*.

**Final Examination** will be administered during Finals Week