DISCOURSES OF LOVE: ANTIQUITY TO THE RENAISSANCE  
Fall, 2013

ID SEM-UG 1122.  
Prof. Bella Mirabella  
Office Hours: Tu: 10:30—11:00; 2:00-3:15 5-5:30  
Th: 10:30-11; 1:30-3:15; 5-5:30  
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Course Objectives: Our goals are to seriously investigate the historical meaning and use of love from the Ancient World to the Renaissance period through the discourses of philosophy, poetry, drama, and art, as well as social commentary and practice. We will abandon the hallmark card approach to love by using an historical framework to establish a solid foundation of knowledge to help us understand the fundamental structure and construction of our modern day concepts of love.

Class Schedule:

Week 1  
Sept. 3  Introduction
5  Discussion of definitions of love

Week 2  
10  Love in the Ancient World/ Plato, Symposium
12  Symposium

Week 3  
17  Symposium
19  Symposium/Sappho

Week 4  
24  Sappho
26  Sappho/ Love in the Medieval World/ Introduction to Courtly Love  
Selections from Andreas Capellanus  
Male and Female Troubadours, Christine de Pizan  
Paper Topics

Week 5  
Oct. 1  Capellanus, Troubadours, de Pizan cont’d
3  Capallanus etc./Marie de France/ Lais of Marie de France

Week 6  
8  Marie de France  
Topics Due
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<th>Week</th>
<th>Date</th>
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<tr>
<td>10</td>
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<td>Marie de France</td>
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<td>15</td>
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<td>Fall break</td>
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<td>17</td>
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<td>Marie de France</td>
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<td>22</td>
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<td>Introduction to <strong>Love in the Renaissance</strong> Selections from Petrarch and Dante</td>
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<td>29</td>
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<td>Castiglione, <em>Book of the Courtier</em></td>
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<td>31</td>
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<td>Castiglione</td>
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<td>5</td>
<td>Nov.</td>
<td>Love songs, and music</td>
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<td>7</td>
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<td>Castiglione/ Italian Renaissance Drama: <em>The Deceived</em></td>
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<td><em>The Deceived</em></td>
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<td>14</td>
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<td><em>The Deceived</em>/ Intro to Shakespeare and English Renaissance</td>
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<td>Intro to Shakespeare and English Renaissance: <em>Twelfth Night</em></td>
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<td>28</td>
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<td>Thanksgiving</td>
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<td>3</td>
<td>Dec.</td>
<td><em>TN</em> / <em>Romeo and Juliet</em></td>
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Required Texts
Symposium, Plato (Penguin)
Poems of Sappho, trans. Barnard (California UP)
The Lais of Marie de France, Marie de France (Penguin)
Five Comedies from the Italian Renaissance, Giannetti & Ruggiero (Johns Hopkins)
Twelfth Night, Shakespeare (Pelican)
Romeo and Juliet (Pelican)
The Book of the Courtier, Castiglione (Penguin)

Xerox Selections on Classes

Requirements

1. Come to each class book in hand prepared to discuss our readings.

2. Write one response for each text we read, due on the first day we begin to discuss the text. This should be one page in the form of five short paragraphs with questions/comments about the text. This is an opportunity to interact with the text when reading it and to raise questions, issues, problems that you see. Try not to argue with the writer or point out their “errors;” rather engage in an intellectual discourse about the ideas in the text. These responses should come from the ideas and thoughts inspired by reading the text, not from outside sources. Believe in your own insights and thoughts and write them down.

3. Write two critical essays, five pages, double spaced on a topic of your choice that allows you to analyze the text and show how it relates to the work of the course. You need to discuss your paper topics with me 2 weeks before papers are due, either in person, on email, or on paper. You may use outside sources if you wish, but you must be scrupulous in documenting the sources, having footnotes and a bibliography. Please use gender neutral terms like “humans,” “humankind,” “people” in your essays and avoid “man,” and “mankind.” If you choose to do research, you must use valid ACADEMIC sources such as Project Muse or JSTOR to find articles on the subject of your interest. Of course, the Library is filled with books and I encourage you to use that resource!

4. Participate in class discussion. This is a crucial part of the class.

5. Presentation: Everyone will prepare and deliver a brief presentation of no more than five minutes. The presentation needs to be related to one of our readings, and will take place during the semester when we are discussing that particular reading. The presentation can be focused on: 1) acting out a scene
from one of our plays; 2) coming up with 2 or 3 points about a reading that you think are worthy of discussion; 3) presenting some research related to a reading in some way. If you choose #1, you can work with other students and you will need to write up the summary of main ideas and sources as well. For #2, you will need to give a context of the issues and problems that serve as a background to the proposed discussion question (s). For #3 this could mean doing some research, for example, on marriage, betrothal practices, love tokens, the practice of homo-sexuality, the lives of any of our authors, on any aspect of the social life of the ancient world, Medieval or Renaissance Europe that helps us understand their attitudes towards love. This is only a smattering of ideas—you can do whatever interests you. For all 3 choices for the presentation, you must keep to the 5-minute limit, speak to the class and not read from your notes, use costumes for scenes, and any visual and material supports that will make your presentation more engaging. You will hand in to me a one-page summary of your points along with any illustrations and your bibliography. NOTE: use power point imaginatively so that the presentation is not just a list of bullet points; rather you want to use power point for quotations or visual illustration, which can be accompanied by some titles and ideas.

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**Grades**

Of the above requirements, only the essays receive formal grades; however, the response papers, presentation, and class discussion all make up the final grade. All work must be completed in order to receive a grade for the course. The papers make up 60% of the grade; responses, class participation, and presentation make up 40% of the grade.

**Absences**

Since participation is such a crucial part of the class, more than two absences can jeopardize a student’s grade.

Please always come on time for class and do not leave early.

**Revisions**

You are able to revise your essays, but you will have only 2 weeks to do so after we have discussed the revision. Remember also that a grade can change only if the essay has been revised in a substantial way. Please consult Revision Guidelines, posted on Classes.

**Documentation**

With all your work, you must be scrupulous about documenting all your sources—this means any research conducted for paper or for responses. Please consult a proper guide for proper documentation form. Complete honesty with regard to the presentation
of your work is crucial. It is not only a foolish action, it also violates the bond we all form as members of this class. The following is Gallatin’s statement on academic integrity.

**Gallatin Academic Integrity Statement**

*Academic Integrity*

As a Gallatin student you belong to an interdisciplinary community of artists and scholars who value honest and open intellectual inquiry. This relationship depends on mutual respect, responsibility, and integrity. Failure to uphold these values will be subject to severe sanction, which may include dismissal from the University. Examples of behaviors that compromise the academic integrity of the Gallatin School include plagiarism, illicit collaboration, doubling or recycling coursework, and cheating. Please consult the Gallatin Bulletin or Gallatin website (www.gallatin.nyu.edu/academics/policies/policy/integrity.html) for a full description of the academic integrity policy.

**Cell Phones and Computers**

Please no cell phones or computers in class. If you are using electronic versions of your texts, a tablet is best. If you have special needs and must use a computer to take notes, please discuss this with me.

**Learning Community**

Please come to speak to me about any problem or issue at any time, and I will do my best to help you. If you are having a problem with anything we can always work together to find a solution and help you complete the work of the term.

I conceive of the classroom as a learning community where students are teachers and teachers are students. In this community we treat each other with respect, and learn together in a spirit of mutual cooperation. Finally, and most importantly, we should try to have as much fun as possible.