DISCOURSES OF LOVE: ANTIQUITY TO THE RENAISSANCE
Fall, 2014

ID SEM-UG 1122. Room: 601, 1 Washington Place
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Th: 1:00-3:00;
5-6:00

Course Objectives: Our goals are to seriously investigate the historical meaning and
power 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 cultural practice.
Further, we aim to 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. Finally, we
hope to strengthen our reading, writing, and critical thinking skills through careful and
thorough analysis of the material.

Class Schedule:

Week 1  Sept.  2  Introduction
         4  Discussion of definitions of love

Week 2  9  Love in the Ancient World/ Plato, Symposium
         Symposium response
11  Symposium

Week 3  16  Symposium
18  Symposium/Sappho
     Sappho response

Week 4  23  Sappho
25  Sappho/
     Love in the Medieval World/
     Introduction to Courtly Love:
     Readings on Classes:
     Women by Male Writers
     “Bonds of Misogyny”
     Selections from Andreas Capellanus and
     Male and Female Troubadours,
     Response due

Week 5  Oct.  2  Capellanus, Troubadours
         30  Capellanus etc./Marie de France/ Lais of Marie de France

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Week 7
- 14 Fall break
- 16 Marie de France ***Essay Due***

Week 8
- 21 Maria de France/ Introduction to Love in the Renaissance
- Readings/Classes: Dante and Christine de Pizan Petrarch’s “Canzoniere” in Young, Poetry of Petrarch
- See assignment below ***Response due***

Week 9
- 28 Petrarch

Week 10
- Nov. 4 Love songs, and music
- 6 The Deceived

Week 11
- 11 The Deceived/ Intro to Shakespeare and English Renaissance: Twelfth Night
- 12N Response
- 13 Visit from Yevgeniya Traps on registration

Week 12
- 18 Twelfth Night
- 20 Twelfth Night

Week 13
- 25 Twelfth Night/ Romeo and Juliet ***Topics Due***
- 27 Thanksgiving

Week 14
- Dec. 2 Romeo and Juliet
- 4 R & J ***Essay Due***

Week 15
- 9 R & J
Required Texts

*Symposium*, Plato (Penguin)

*Poems of Sappho*, trans. Barnard (California UP)

*The Lais of Marie de France*, Marie de France, Joan Ferrante, Robert Hanning (Labyrinth Books)

*Five Comedies from the Italian Renaissance*, Giannetti & Ruggiero (Johns Hopkins)

*Twelfth Night*, Shakespeare (Pelican)

*Romeo and Juliet* (Pelican)

*The Poetry of Petrarch*, David Young trans. & intro. (Farrar, Straus and Giroux) ***

Petrarch Assignment: 1, 5, 6, 11, 12, 13, 29, 30, 35, 36, 61, 65, 90, 92, 93, 107, 111, 116, 132, 134, 140, 156, 159, 165, 186, 198, 211, 218, 220, 236, 253, 261, 318, 319, 329, 341, 346, 350, 361

Readings on NYU Classes

All the books are in the NYU Book Store—please try to use the editions that I have ordered—particularly for the Marie de France and Petrarch. Unless otherwise specified, you will be reading the entire text. Always read the introductions to all texts.

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 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. However, if you do use outside sources, you must document that, including Wikipedia. All work must be typed.

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. You can do a quick Wikipedia search, but this is not a valid scholarly source. Scroll down and you will find the sources that the author of the Wikipedia entry used—and follow that. 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) 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 that governed scene 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 material presented. You could do research, for example, on marriage, betrothal practices, love tokens, the role of homosexuality, 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 courtship, love, and marriage. This is only a smattering of ideas—you can do whatever interests you and that you feel will enhance our understanding. For all the presentations, 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 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 illustrations.

I will give you a sign-up sheet for the presentations.

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. Plagiarism is not only an illegal and foolish act, 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 feel you must an electronic version 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 learn as much as we can in a spirit of fun and enjoyment.