HRS 10 – Arts and Ideas of the West I  
(Ancient and Medieval)  
Fall 2014

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Office: MND 2022 Wednesdays 12:00-1:00pm, and by appointment

Course Description
This course is an introduction to the literature, art, architecture, philosophy, and history of the ancient and medieval West, with emphasis on classical Greece, Rome, and Europe in the Middle Ages.

Required Texts
Henry Sayre, The Humanities: Culture, Continuity, and Change, Books 1 and 2 (Prentice Hall, 2nd ed.)
This text is a survey of western art, architecture, and literature. It covers the same material discussing in class but often from a different perspective and with different insights. Quizzes will include questions on material found in the Sayre text as well as material discussed in class.

Homer, Odyssey, trans. Robert Fagles
Joseph Bédier, trans., The Romance of Tristan and Iseult (Vintage)
Dante, Inferno, trans. J. Ciardi (Signet Classics, New American Library)

Course Learning Objectives
The objectives of this course will be to develop an understanding of the ideals and values that inspired and informed each of these cultures. This will be an examination of the important ways in which these ideals and values were expressed in art, architecture, literature, religions, and philosophy; and how masterpieces in these areas of cultural expression represent diverse but legitimate responses to fundamental questions faced by all individuals and cultures.

Assignments and Grading
You, of course, will be expected to do all the required reading for the course. If you do not, you will have a difficult time doing well on the quizzes. Also, you are strongly encouraged to participate in class discussion. Those who actively engage in the material with insightful comments and analysis will get full participation points, and likely receive a higher overall grade. If you happen to have lots of insight but don’t feel comfortable speaking in class, feel free to stop by my office hours and talk with me about the material. This would also count as participation.
There will be five in-class quizzes, one midterm, and one final paper. For the midterm, you will have to write three in-class essays, and this will be closed-book. For the paper, you will get to choose what to write on from a selected list of topics I will provide to you. Here’s how it all breaks down:

Class participation = 25 points  
Attendance = 25 points  
5 Quizzes (25 points each; lowest grade dropped) = 100 points  
Midterm = 100 points  
Final = 100 points

Total = 350 points

**The Paper**

The papers must be double-spaced, Times New Roman 12-pt font, with 1” margins on the right, left, top, and bottom. To fully address the question, you will need to write AT LEAST four pages, and you may go up to 5. If your paper is only three and a half pages or less, you will not receive full credit.

Feel free to start working on the paper as early as possible. You may turn it in at any point throughout the semester, but no later than Monday, December 15 (the day of our scheduled final exam). I am requiring a HARD COPY (no e-mails). You must turn it in by **2:30pm on Monday, December 15** at either the final exam room (TBA) or under my office door. Turning in a paper late will automatically mean a full grade reduction (~10 points). For example, if your paper is in the ‘B’ range, you will automatically receive a ‘C’ if it is late.

Plagiarism will NOT BE TOLERATED! You must engage in independent thought and critically analyze the topics. I WILL search the Internet for other papers on similar topics and if I find instances of plagiarism, you will receive an ‘F.’ Campus policy actually mandates this:  
[http://www.csus.edu/umanual/AcademicHonestyPolicyandProcedures.htm](http://www.csus.edu/umanual/AcademicHonestyPolicyandProcedures.htm).

**GRADING CRITERIA FOR ANALYTICAL PAPERS:**

“A” papers clearly state their topic and how it will be addressed. They make good points and support them with appropriate examples. “A” papers are logical and correct in their grammar and word usage. Although “B” papers possess these strengths to a lesser degree, their arguments are generally clear and reasonably well-supported. “B” papers make few mistakes in grammar and word usage. “C” papers are weak in stating and supporting their theses and in their grammar and word usage. These deficiencies can make passages in a “C” paper difficult to understand and the argument as a whole ineffective. “D” papers possess the same weaknesses as “C” papers but to a greater degree. As a result, “D”
papers can be difficult to understand and usually give the impression that the author has little understanding of the subject.

**Schedule of Topics**

**Week 1: Sept. 3**
- Introduction to the Humanities. Why are they important?
- Overview of the course.
- Early civilizations.

**Week 2: Sept. 8, 10**
- Ancient Mesopotamia.
- Ancient Egypt.

*Read: The Odyssey, Books 1-6; Sayre, Chapter 1-2*

**Week 3: Sept. 15, 17**
- Continue discussing ancient Egypt.
- Early Greek civilizations. Minoans, Mycenaeans, the world of Homer.
- Greek mythology, Greek poetry, intro to *The Odyssey*.

*Read: The Odyssey, Books 7-13; Sayre, Chapter 3 (all), Chapter 4 (pp. 95-108)*

**Week 4: Sept. 22, 24**
- Continue Greek mythology.
- Discussion of *The Odyssey*; characters and representations.
- **Quiz #1** (Sept. 24)
- Greek values and ideals. Greek art and architecture – archaic and classical.

*Read: The Odyssey, Books 14-24; Sayre, Chapter 4 (pp. 108-133)*

**Week 5: Sept. 29, Oct. 1**
- Greek philosophy. Intro to Greek drama.
- Begin discussion of *Oedipus the King* and *Antigone*.

*Read: Oedipus the King; Sayre, Chapter 5 (pp. 135-156)*

**Week 6: Oct. 6, 8**
- Continue discussion of *Oedipus the King* and *Antigone*. How does Sophocles differ as a writer from Homer and how are his portrayals of characters different from Homer’s? How does each writer embody classical Greek values?
- Alexander the Great and the spread of Greek culture. What does it mean to be Hellenistic?
- **Quiz #2**

*Read: Antigone; Sayre, Chapter 5 (pp. 156-173)*
Week 7: Oct. 13, 15
- Ancient Rome and the Republic. Military, religion, philosophy, architecture, and values. How did Romans live? What made them distinct from the Greeks?

*Read: Sayre, Chapter 6*

Week 8: Oct. 20, 22
- Continuation of the Roman Republic and the wars of Caesar, rise of the Roman Empire.
- **MIDTERM (Oct. 22)**
- Judaism under the Roman Empire
- The rise of Christianity. What made the empire unique? What changed with the rise of Christianity? What stayed the same?

*Read: Sayre, Chapter 8 (pp. 245-264, 280 – Reading 8.1); Selected passages from the New Testament (with commentary), to be provided.*

Week 9: Oct. 27, 29
- Continuation of Christian culture in Europe and the Middle East.
- The “fall” of Rome. What actually fell? What didn’t?
- The Byzantine Empire.
- **Quiz #3**

*Read: Sayre, Chapter 8 (pp. 264-279, 281-283)*

Week 10: Nov. 3, 5
- Further discussion of the Byzantine Empire. Interaction with Islamic culture and the influence of Islam.
- What was going on in the West? Merovingian culture and Charlemagne.

*Read: Sayre, Chapter 9, Chapter 10 (pp. 315-332)*

Week 11: Nov. 10, 12
- Medieval culture in Europe. Pilgrimages, crusades, and the idea of feudalism.
- Saints and the veneration of women.
- Intro to *The Romance of Tristan and Iseult*.

*Read: Sayre, Chapter 10 (pp. 332-357); Begin reading The Romance of Tristan and Iseult*

Week 12: Nov. 17, 19
- Discussion of *The Romance of Tristan and Iseult*. How does this romance embody the values of medieval European culture?
- Gothic architecture and medieval culture.
- **Quiz #4**
Read: The Romance of Tristan and Iseult (or finish it); Sayre, Chapter 12

Week 13: Nov. 24, 26
- The high and late Middle Ages. Art and architecture. Papacy and emperors. Scholasticism and medieval philosophy.

Read: Sayre, Chapter 13 (pp. 429-440); Begin The Inferno (Cantos 1-3)

Week 14: Dec. 1, 3
- Dante’s Inferno. Historical context.
- Intro to themes.

Read: Sayre, Chapter 13 (pp. 440-457), The Inferno (Cantos 4-17)

Week 15: Dec. 8, 10
- Further discussion of the Inferno, brief discussions of Purgatorio and Paradiso.
- Quiz #5

Read: The Inferno (Cantos 18-33)

Finals Week: Dec. 15-19
- PAPERS DUE by 2:30pm on Monday, December 15!

Grades
Here’s how grades will be broken down. No surprises here.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100% of the possible points for the course</td>
<td>C</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
<td>C-</td>
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<tr>
<td>B+</td>
<td>88-89%</td>
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<tr>
<td>B</td>
<td>83-87%</td>
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<td>B-</td>
<td>80-82%</td>
<td>D-</td>
</tr>
<tr>
<td>C+</td>
<td>78-79%</td>
<td>F</td>
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There will be no make-up quizzes or midterms. However, you can miss one quiz without penalty since only your four best quiz scores will be considered in the calculation of your course grade.

Please do not tell me at any point during the semester what grade you might need.

ADDITIONAL INFORMATION AND POLICIES:
HRS 10 is a lecture/discussion course. It has no prerequisites. It is a required course for Humanities and Religious Studies majors. It also satisfies the 3-unit General Education Category C3 requirement.

No electronic devices are to be used in class. If you are using an electronic device of any kind during a quiz, I will assume you are cheating.

In fairness to others, students who leave the room during quizzes or the midterm will not be allowed to return. If this policy creates a documentable difficulty for you, please make necessary arrangements with the Testing Center.

I will consider requests for a grade of “Incomplete” when, in the words of the University catalog, “required coursework has not been completed and evaluated during the course due to unforeseen but fully justified reasons.”

Students with disabilities who require special arrangements for examinations should contact me during the first week of the semester.