

HON 180: Great Ideas in Context Syllabus
Spring 2024
3 credit hours

Instructor Name: TBD

Instructor Contact Information: TBD

Instructor Student Drop-In Hours: TBD

Course Catalog Description: An introduction to global intellectual and cultural traditions through reading and discussion of classic works of literature. LAA2-Arts&Hum-Lit&Humanities and LAIS-International Studies and GT Literature

Course Description: This course explores great works of literature in their cultural, intellectual, and historical contexts. Through an exploration of theme, form, and content, students will come to better understand the complexities of the human condition and the influence of literature on modern cultural attitudes and frameworks of understanding. **[Reading selections and thematic focus may vary by instructor. All changes must be approved by the Honors program.]**

Important Dates: TBD

Liberal Arts Curriculum & GT Pathways

This course is a part of the Liberal Arts Curriculum at UNC and fulfills 3 credit hours of the Arts & Humanities: Literature & Humanities and International Studies category. The Colorado Commission on Higher Education has approved HON 180 for inclusion in the Guaranteed Transfer (GT) Pathways program in the GT-AH2 category. For transferring students, successful completion with a minimum C– grade guarantees transfer and application of credit in this GT Pathways category. For more information on the GT Pathways program, go to <http://highered.colorado.gov/academics/transfers/gtpathways/curriculum.html>

UNC’s LAC outcomes in Arts & Humanities: Literature & Humanities are aligned with the State of Colorado’s GT Pathways student learning outcomes, competencies, and content criteria for AH2. This includes CDHE competencies and student learning outcomes in Critical Thinking and Written Communication.

<p>LAC Literature & Humanities Learning Outcomes + GTP Competencies & SLOs</p>	<p>Course Mapping [Assignments may vary by instructor. All changes must be approved by the Honors program.]</p>
<p>Critical Thinking: Competency in critical thinking addresses a student’s ability to analyze information and ideas from multiple perspectives and articulate an argument or an opinion or a conclusion based on their analysis.</p> <p>Student Learning Outcomes (SLOs) <i>Students should be able to:</i></p> <p>2. Utilize Context</p>	<p>Class discussions – students interrogate their assumptions and reflect on assigned readings and other content, including drawing connections between readings and between text and historical and cultural context</p> <p>Reading journal – students record their thoughts on the readings in written form, analyzing the authors’ intentions and assumptions and reflecting on themes,</p>

<ul style="list-style-type: none"> a. Evaluate the relevance of context when presenting a position. b. Identify assumptions. c. Analyze one’s own and others’ assumptions. <p>5. Understand Implications and Make Conclusions</p> <ul style="list-style-type: none"> a. Establish a conclusion that is tied to the range of information presented. b. Reflect on implications and consequences of stated conclusion. 	<p>historical and cultural context, and their own assumptions about the texts</p> <p>Papers – students offer critical analysis of assigned readings, draw connections between texts, and use their historical and cultural contexts to draw conclusions and formulate an argument while citing their sources according to MLA or Chicago style standards</p> <p>Exams – students complete essay exams in which they offer critical analysis of assigned readings, draw connections between texts, and use their historical and cultural contexts to formulate an argument</p>
<p>Written Communication: Competency in written communication is a student’s ability to write and express ideas across a variety of genres and styles. Written communication abilities develop over time through layered, interactive, and continual processes and experiences across the curriculum.</p> <p>Student Learning Outcomes (SLOs) <i>Students should be able to:</i></p> <p>2. Develop Content</p> <ul style="list-style-type: none"> a. Create and develop ideas within the context of the situation and the assigned task(s). <p>4. Use Sources and Evidence</p> <ul style="list-style-type: none"> a. Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim. b. Follow an appropriate documentation system. 	<p>Reading journal – students record their thoughts on the readings in written form, analyzing the authors’ intentions and assumptions and reflecting on themes, historical and cultural context, and their own assumptions about the texts</p> <p>Papers – students offer critical analysis of assigned readings, draw connections between texts, and use their historical and cultural contexts to draw conclusions and formulate an argument while citing their sources according to MLA or Chicago style standards</p> <p>Exams – students complete essay exams in which they offer critical analysis of assigned readings, draw connections between texts, and use their historical and cultural contexts to formulate an argument</p>

<p>Content Criteria for Literature and Humanities (GT-AH2)</p>	<p>Course Mapping</p>
<p>Respond analytically and critically to literary or media works, by addressing all of the following:</p> <ul style="list-style-type: none"> a. Specific era(s) b. Specific culture(s) c. Themes or major concepts d. Attitudes and values 	<p>Class discussions – students interrogate their assumptions and reflect on assigned readings and other content, including drawing connections between readings and between text and historical and cultural context</p>

	<p>Reading journal – students record their thoughts on the readings in written form, analyzing the authors’ intentions and assumptions and reflecting on themes, historical and cultural context, and their own assumptions about the texts</p> <p>Papers – students offer critical analysis of assigned readings, draw connections between texts, and use their historical and cultural contexts to draw conclusions and formulate an argument while citing their sources according to MLA or Chicago style standards</p> <p>Exams – students complete essay exams in which they offer critical analysis of assigned readings, draw connections between texts, and use their historical and cultural contexts to formulate an argument</p>
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LAC International Studies Competency & SLOs	Course Mapping
<p>International Studies Competency: As part of a Liberal Arts Curriculum, the International Studies (IS) competency refers to students’ ability to analyze complex, interdependent global systems (natural, physical, social, cultural, economic, technological and/or political, etc.) in order to identify sources of and strategies for addressing conflict, cooperation, inequity, and/or competition in a global context. Courses designated IS introduce students to variations in a range of human constructions including perspectives, ethics, cultures, discipline-based application of knowledge, and intellectual traditions. By building an awareness of the interconnectedness of global systems, courses with the IS designation reveal to students the impact of countries, regions, or non-state actors on global systems individual identities, communities, and the potential for planetary sustainability.</p> <p>Student Learning Outcomes (SLOs) <i>Students should be able to:</i></p>	<p>Class discussions – students interrogate their assumptions and reflect on assigned readings and other content, including drawing connections between readings and between text and historical and cultural context</p> <p>Reading journal – students record their thoughts on the readings in written form, analyzing the authors’ intentions and assumptions and reflecting on themes, historical and cultural context, and their own assumptions about the texts</p> <p>Papers – students offer critical analysis of assigned readings, draw connections between texts, and use their historical and cultural contexts to draw conclusions and formulate an argument while citing their sources according to MLA or Chicago style standards</p> <p>Exams – students complete essay exams in which they offer critical analysis of assigned readings, draw connections between texts, and use their historical and cultural contexts to formulate an argument</p>

<p>1. Discuss global political, economic, cultural, social, ecological, and/or technological challenges from a perspective other than their own national and/or cultural context.</p> <p>4. Discuss discipline-based theoretical, cultural and/or intellectual perspectives within a global context.</p> <p>6. Assess one’s own sense of identity, community, ethics, perspective, and/or impact in the context of a world composed of interdependent yet often inequitable systems.</p>	
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Required Text/Course Materials (available at UNC Bookstore)

[The list below is one example. Reading selections may vary by instructor. All changes must be approved by the Honors program.]

Alighieri, Dante, Robert M. Durling, Ronald L. Martinez, and Robert Turner. *The Divine Comedy of Dante Alighieri, Volume 1: Inferno*. Oxford: Oxford University Press, 1997.

Anonymous. *The Epic of Gilgamesh*, translated by N. K. Sandars. New York: Penguin Classics, 1972.

Homer. *Iliad*, translated by Robert Fagles. Paperback. New York: Penguin Classics, 1998.

Machiavelli, Niccolò. *The Prince*, translated by George Bull. New York: Penguin Classics, 2003.

Virgil (Publius Virgilius Maro). *Aeneid*, translated by Robert Fagles. New York: Penguin Classics, 2008.

*All other selections will be supplied via Canvas (see class schedule below).

Canvas

I will use Canvas (unco.edu/canvas) extensively to communicate with you and to provide important materials for the course. If you do not have a computer or internet access, you can access Canvas through computer labs on campus (www.unco.edu/information-management-technology/classrooms-labs).

Assignments & Grading

[Assignments and their weights may vary by instructor. All changes must be approved by the Honors program.]

I will calculate your grade as follows:

- Attendance/Participation 15%
- Reading Journals 15%
- Paper #1 15%
- Midterm Exam 15%
- Paper #2 20%
- Final Exam 20%

Course Grading Scheme

Your overall grade will be calculated using the plus/minus system. Specifically, pluses will be

given to every grade ending in 7 or above within its percentile; minuses will be given to all grades ending in 2 or below within a percentile. The percentiles are as follows: 90th=A, 80th=B, 70th=C, 60th=D, 50th and below=F. For example, within the B range, an 80 to an 82 percent overall grade will earn a B-, an 83 to 86 will earn a B, and an 87 to an 89 will earn a B+. A+s, F+s, and F-s will not be given.

Attendance and Participation

Our time together is short, so I recommend that you attend all class sessions in order to get the most out of this course. Also, please show up on time. When you walk in late, it disrupts the class and you miss valuable announcements and other information. You are required to complete all assigned reading before coming to class. I recommend using your reading journal to refresh your memory of the content before class begins so we can get to more interesting questions. In class, you will begin to formulate questions and analyze literary texts. This is important practice to build the skills you will need for papers and exams, so make sure you come to class prepared and engaged. Not only is dedicated attendance to class the best way to get the most out of this (or any) course, it's also good for you! Come prepared and willing to share ideas, and this course will be stimulating, informative, and—dare I say it?—fun. If you must miss class due to illness or a university-approved commitment, let me know, and we'll work out an alternative assignment.

Reading Journal

To encourage you to keep up with the readings, help you review, and give you a useful, concise set of reading notes for discussions, papers, and exams, we will begin some class periods with quick writes on the assigned readings. I will collect these as we go and grade them as either complete or incomplete.

Papers

This course is about exploring themes in early western literature, drawing conclusions about them, and effectively communicating those conclusions. To assess these skills, I will assign two 3–4 page (~1,000 words) essays asking you to analyze two or more assigned course readings in order to answer a specific question. Each of these essays is designed to assess your written communication and critical thinking skills by asking you to analyze primary source texts within their historical and cultural contexts, draw conclusions based on that evidence, and reflect on those conclusions. The essays should be double-spaced in 12-point Times or similar font, with 1” margins and include the title of the paper, course title and number, and the date. You must include a bibliography and provide citations every time you reference a source; all citations and bibliographic entries should be in in MLA, APA, or Chicago-style format (see me if none of this is familiar to you). See the Purdue Online Writing Lab (owl.english.purdue.edu) for examples of how to cite information. See the assignment rubric on Canvas for a full description of how I will evaluate your essay.

Important notes on the papers:

- 1) The bibliography DOES NOT count as part of your page count.
- 2) DO NOT use sources of any kind without formally citing them in your paper. It is your responsibility to understand and avoid plagiarism. Plagiarized papers will receive no points. You may want to take advantage of UNC's writing center located in Ross 1230. Visit them online at unco.edu/writing-center.

Exams

There will be two exams: a midterm and a final. A few weeks before each exam, I will provide a comprehensive study guide. There will be no questions on the exam that are not already on the study guide. Both exams will consist of several short essays. The midterm exam will assess your understanding of material covered through week seven, and the final exam will assess your understanding of material covered after the midterm. The final exam will have one additional comprehensive essay that will assess your understanding of material covered throughout the semester. These exams are designed to assess your critical thinking and written communication skills by asking you to analyze thematic concepts in different cultural and historical contexts using primary source texts as evidence and to communicate your conclusions in an organized, thoughtful manner.

Contacting Me

I look forward to getting to know you. Your regular participation will help. Meeting with me is better still (see “Student hours” above for drop-in hours and appointment scheduling link). Email is the easiest way to reach me, especially if you use the Inbox function on Canvas. I will always attempt to respond to your email promptly. Still, you should plan to wait between 24 and 36 hours for a response, especially over the weekend.

Course Policies

Late Assignments

One of the lessons of college is accepting responsibility for your own work. You have advance warning of all assignments and their due dates in the syllabus, so plan accordingly. Unless you have a legitimate, university-recognized reason for doing so, any assignment turned in later than the end of class on the day it is due will be docked 10% (one letter grade) for each day it is late (including weekends and holidays). I will not accept a late assignment after one week.

Disputed Grades

All questions regarding the accuracy of assignment grades must be addressed in writing no sooner than 24 hours and no later than two weeks after you receive the grade.

Civility and Troubling Content

Like history, this class involves complex topics. If there are topics that you absolutely cannot engage in due to trauma, please let me know. I won't omit troubling content; ignoring past horrors harms us in the present. However, I will forewarn you, and we can discuss necessary measures.

University Policies

Disability Resources

It is the policy and practice of the University of Northern Colorado to create inclusive learning environments. If there are aspects of the instruction or design of this course that present barriers to students' inclusion or to accurate assessments of students' achievements (e.g., time-limited exams, inaccessible web content, use of videos without captions), students should communicate about these aspects with their instructor(s) and contact Disability Resource Center (DRC) to request accommodations.

Office: (970) 351-2289, Michener Library L-80.

Students can learn more here: www.unco.edu/disability-resource-center

Title IX

The University of Northern Colorado is committed to providing a safe learning environment for all students that is free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. Students who have experienced (or who know someone who has experienced) any of these incidents should know that they are not alone. UNC has staff members trained to support students to navigate campus life, to access health and counseling services, to provide academic and housing accommodations, to help with legal protective orders, and more.

Please be aware all UNC instructors and most staff members are required to report their awareness of sexual violence to the Office of Institutional Equity and Compliance (OIEC). This means that if students tell an instructor about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, the instructor must share that information with the Title IX Coordinator, Larry Loften. Larry or a trained staff member in OIEC will contact the reporting students to let them know about accommodations and support services at UNC as well as their options to pursue a process to hold accountable the person who caused the harm to them. Students who have experienced these situations are not required to speak with OIEC staff regarding the incident. Students' participation in OIEC processes are entirely voluntary.

If students do not want the Title IX Coordinator notified, instead of disclosing this information to the instructor, students can speak confidentially with the following people on campus and in the community. They can connect you with support services and help explore options now, or in the future.

Confidential Campus Resources

Assault Survivors Advocacy Program (ASAP)

Office Located: 2nd floor of Cassidy Hall

Office Phone: 970-351-1490

Web: unco.edu/asap

Hours: M-F, 9am-5pm

24 Hour Hot Line: 970-351-4040

Email: advocacy@unco.edu

UNC Counseling Center

Office Located: 2nd floor of Cassidy Hall

Office Phone: 970-351-2496

Hours: M-F, 8am-12PM, 1pm-5pm

Web: unco.edu/counseling-center

Psychological Services

Office Located: McKee Hall Room 247

Office Phone: 970-351-1645

Web: www.unco.edu/cebs/psychological-services-clinic

Hours: By Appointment

Email: ppsy.clinic@unco.edu

*Staff members at confidential campus resources are not required to automatically report incidents of sexual or relationship/dating violence or stalking to the University. There are limits to confidentiality, and before speaking with a staff member, those exceptions will be outlined.

Students who are survivors, who are concerned about someone who is a survivor, or who would like to learn more about sexual misconduct or report an incident, can visit www.unco.edu/sexual-misconduct. Students may also contact OIEC at 970-351-4899 or email titleix@unco.edu.

Academic Integrity

Students are expected to practice academic honesty in every aspect of this course. Students who engage in academic misconduct are subject to grading consequences with regard to this course and/or university disciplinary procedures through the Dean of Students Office. More information about the academic misconduct process can be found in UNC's Student Code of Conduct (BEAR Code).

Attendance

Students are expected to attend class regularly. Each instructor determines the relationship between class attendance, the objectives of the class, and students' grades. Instructors are responsible for articulating their attendance policies and their effect on grades to students. Students are responsible for knowing the attendance policy of each course. Only the instructor can approve students' absences. Students are responsible for requesting such approval. In an effort to create inclusive learning environments, instructors should not require doctors' notes to determine whether or not to excuse an absence.

Center for Career Readiness

Come visit us at the Center for Career Readiness to talk about resume, cover letter, interviewing, career/major exploration, job/internship search, graduate school search, and everything else career.

For more information on student *resources*, or to schedule an *appointment*, visit the website: www.unco.edu/career/students or for student *events*, visit: www.unco.edu/career/events.

We are located:

Office: University Center 2nd floor

Hours: M-F, 8am-5pm

Appointments: Virtual and In-Person

Drop-Ins: Visit our website for up-to-date information

It's never too early to talk about career!

COVID-19

The COVID-19 pandemic is a complex, challenging, and fluid situation, which continues to evolve. UNC will follow applicable legal requirements and federal, state, and county public health recommendations and mandates in all decisions related to university operations. Students should review the [Coronavirus website](#) for the current academic term for the most up to date guidance. Students who fail to comply with UNC's public health requirements, such as the use of masks and social distancing, will be reminded of current policy; students who fail to correct their behavior will be asked to leave the classroom and may be referred to the Dean of Students office. As of August 12, 2021, masks are required in all indoor spaces, except for limited

exceptions. Instructors who can maintain a 6 foot distance from students are exempt while engaged in instructional activity.

The safety and well-being of our Community of Bears requires each of us to be prepared to do our part to protect the health of our entire campus community, as well as our friends, families, and neighbors. It is important that all members of the university community work together to do all we can to keep our community safe.

Equity and Inclusion

The University of Northern Colorado (UNC) embraces the diversity of students, faculty, and staff. UNC honors the inherent dignity of each individual, and welcomes their unique perspectives, behaviors, and world views. People of all races, religions, national origins, sexual orientations, ethnicities, genders and gender identities, cognitive, physical, and behavioral abilities, socioeconomic backgrounds, regions, immigrant statuses, military or veteran statuses, sizes and/or shapes are strongly encouraged to share their rich array of perspectives and experiences. Course content and campus discussions will heighten your awareness of others' individual and intersecting identities. For information or resources, contact the Division of Diversity, Equity and Inclusion, at 970-351-1944. If students want to report an incident related to identity-based discrimination/harassment, please visit www.unco.edu/institutional-equity-compliance.

Additionally, there are several cultural and resource centers across the campus that are equipped and designed to serve as caring and thoughtful centers for students, staff and faculty. You can find their information below:

Asian Pacific American Student Services (Cultural Center)
924 20th St
Greeley, CO 80639
(970) 351-1909
AsianPacificAmerican.StudentServices@unco.edu

Cesar Chavez Cultural Center & DREAMer Engagement Program (Cultural Center)
1410 20th St
Greeley, CO 80639
(970) 351-2424
ChavezCenter@unco.edu

Center for Women's and Gender Equity (Resource Center) & Stryker Institute for Leadership Development
1915 10th Ave
Greeley, CO 80639
970-351-1492
cwge@unco.edu

Center for Gender and Sexuality (Resource Center)
2215 10th Ave., Campus Box 42
Greeley, CO 80631

970-353-0191
gsrc@unco.edu

Marcus Garvey Cultural Center (Cultural Center)
928 20th St., Campus Box 41
Greeley, CO 80639
(970) 351-2351
MGCC@unco.edu

Native American Services (Cultural Center)
924 20th St
Greeley, CO 80639
(970) 351-1909
AsianPacificAmerican.StudentServices@unco.edu

Veteran's Services (Resource Center)
1815 8th Ave
Greeley, CO 80631
970-351-1403
timothy.nellett@unco.edu

Food Insecurity and Basic Needs

Knowing that food insecurity is experienced at higher rates among college students, UNC offers assistance to students facing food insecurity through an on-campus food pantry. The Bear Pantry is located in University Center 2166A and is open for regular hours throughout the semester. Please visit www.unco.edu/bear-pantry for more information. Students who face challenges (i.e., emotional distress, grief and loss, academic concerns, basic needs insecurity, navigating university processes) and believe this may affect their academic performance may contact Student Outreach and Support (SOS), which is part of the Dean of Students Office. SOS will help connect students with appropriate referrals based upon their needs. The Dean of Students Office can be reached at dos@unco.edu or via phone at 970-351-2001.

Land Acknowledgment

The University of Northern Colorado occupies the lands in the territories of the Ute, Cheyenne, Lakota and Arapaho peoples. The University acknowledges the 48 tribes that are historically tied to the state of Colorado. Thus, the land on which UNC is situated is tied to the history and culture of our native and indigenous peoples. UNC appreciates this connection and has great respect for this land. Additionally, the University community pays its respect to Elders past, present, and future, and to those who have stewarded this land throughout the generations.

As part of the learning and reflection process please visit native-land.ca or call the Office of Equity & Inclusion at 970-351-1944.

Name in Use/Pronoun in Use/Name Change

Some students may have changed their names to better reflect their gender identity or for other reasons. The process to request that the University change the name that appears on Canvas and on the course roster is available here: www.unco.edu/registrar/name-change.aspx

Writing Center

The Writing Center offers three kinds of sessions to meet your writing needs: In-Person, Email, and Zoom Sessions. Trained Writing Center Consultants can assist you with writing assignments from any course or subject. Even if you think your writing is pretty good, it's always nice to have another reader look over your work.

To guarantee a session time, make an appointment using our online scheduling system by visiting our website (below). We also have walk-in session times available during our scheduled open hours, Monday – Friday 9:00 am – 4:00 pm in the Writing Center, Ross Hall 1230 as well as walk-in sessions in the library (first floor) Monday – Thursday evenings, 5:00 pm – 8:00 pm.

If your instructor requires you to visit the Writing Center, make sure to alert your Consultant, and/or check the box on the appointment form, and we will send an email confirmation of your session to your instructor.

For more information, email the Writing Center at writingcenter@unco.edu or visit the website: www.unco.edu/writing-center.

Course Schedule (subject to change)

Class periods will combine discussions of texts with some brief lecturing to fill in historical and cultural context. [Reading selections, assignments, and schedule may vary by instructor. All changes must be approved by the Honors program.]

Weeks 1 & 2: The Ancient Near East

Introduction

The Epic of Gilgamesh, pp. 61–69 (“Prologue” & “The Coming of Enkidu”)

The Epic of Gilgamesh, pp. 70–96 (“The Forest Journey” & “Ishtar & Gilgamesh / The Death of Enkidu”)

The Epic of Gilgamesh, pp. 97–119 (“The Search for Everlasting Life,” “The Story of the Flood,” “The Return,” “The Death of Gilgamesh”)

The Law Code of Hammurabi [Canvas]

Weeks 3–5: Ancient Greece

Homer, *The Iliad*, Books 1 & 3 (“The Rage of Achilles” & “Helen Reviews the Champions”)

Homer, *The Iliad*, Book 6 (“Hector Returns to Troy”)

Homer, *The Iliad*, Book 9 (“The Embassy to Achilles”)

Homer, *The Iliad*, Book 13 (“Battling for the Ships”)

Homer, *The Iliad*, Book 16 (“Patroclus Fights and Dies”)

Homer, *The Iliad*, Book 22 (“The Death of Hector”)

Homer, *The Iliad*, Book 23 (“Funeral Games for Patroclus”)

Homer, *The Iliad*, Book 24 (“Achilles and Priam”)

Weeks 6 & 7: Ancient Rome

Virgil, *The Aeneid*, Books 1 & 4 (“Safe Haven After Storm” & “The Tragic Queen of Carthage”)

ESSAY #1 DUE

Virgil, *The Aeneid*, Book 6 (“The Kingdom of the Dead”)
Virgil, *The Aeneid*, Book 8 (“The Shield of Aeneas”)

Virgil, *The Aeneid*, Book 11 (“Camilla’s Finest Hour”)
Virgil, *The Aeneid*, Book 12 (“The Sword Decides All”)

MIDTERM EXAM

Week 8 The Abrahamic Tradition

The Torah: Genesis 4:1-15 (Cain & Abel), 6–8 (The Flood), 34 (Dinah and her brothers); Exodus 20:1-17 (The Ten Commandments); 21:12-36 (personal injury law); 1 Samuel 17 (David and Goliath) [Canvas]

The Gospels: Matthew 5:1-11 (The Beatitudes), 26:36-56 (Jesus’ arrest), 27:3-10 (Judas’ suicide); John 19:1-36 (The Crucifixion) [Canvas]

The Qur’an: Suras 92, 98, 2, & 4 [Canvas]

Week 9 Early Medieval Europe

Salic Law [Canvas]

The Song of Roland [Canvas]

Raoul of Cambrai [Canvas]

SPRING BREAK (3/11–3/15)

Week 10: High Medieval Europe

The Pact of Umar and Urban II’s Speech at the Council of Clermont [Canvas]

Capitulary for the Jews, Solomon bar Samson on the Crusaders at Mainz [Canvas]

Canons of the Fourth Lateran Council [Canvas]

Weeks 11 & 12: Late Medieval Europe

Dante Alighieri, *Inferno*, Cantos 1–4

Dante Alighieri, *Inferno*, Cantos 5, 12–13

Dante Alighieri, *Inferno*, Cantos 32–34

The Jacquerie Rebellion and Wat Tyler’s Rebellion [Canvas]

Geoffrey Chaucer, *The Canterbury Tales*, “The Reeve’s Tale” and “The Wife of Bath’s Tale” [Canvas]

Week 13 The Renaissance

Niccolò Machiavelli, *The Prince*, pp. 7–39 (I–XI)

ESSAY #2 DUE

Niccolò Machiavelli, *The Prince*, pp. 40–67 (XII–XIX)

Niccolò Machiavelli, *The Prince*, pp. 67–85 (XX–XXVI)

Week 14: Early Modern Europe

The Edict of Nantes [Canvas]

Michel de Montaigne, “Of Cannibals” [Canvas]

Week 15: The Enlightenment

Thomas Hobbes, "The State of Nature and Natural Law" [Canvas]

Jean-Jacques Rousseau, "The Fall From Nature" [Canvas]

Conclusion

FINAL EXAM: TBD