

HUMN520

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

Course Summary

Course : HUMN520 **Title :** Antiquity and Medieval World

Length of Course : 8

Prerequisites : N/A **Credit Hours :** 3

Description

Course Description: This course addresses the possibility of the existence of a proper way or path through life. The course topics address works from history's most esteemed authors. Included among the topics are Aristotle, seminal works of art and literature from the Far and Middle East, the Hellenistic world, and the Roman Empire. Religious issues of Hinduism, Buddhism, and Christianity are covered in depth. Readings for this course include: Aristotle's Nicomachean Ethics; Confucius' Analects; Lao Tzu's Tao Te Ching; The Bhagavad Gita; Epictetus' The Encheiridion; Virgil's Aeneid; The Bible; and Dante's Inferno, Purgatorio and Paradiso.

Course Scope:

This course addresses the changing nature of heroism and morality, particularly in the European Middle Ages, but also as it takes root in antiquity. We will discuss the evolution of the more modern idea of a Christian hero whose greatest challenges are not monsters or invaders; instead, he must face his own fears and place his trust in God. We might also seek to understand these texts in the context of the black plague that decimated Europe in the fourteenth century. We will read about the hero who struggles with great suffering and adversity, the heroes who land in hell for their pagan lifestyles, and the hero who does battle with monsters.

Objectives

Students who successfully complete this course will have developed the skills necessary to:

1. Beginning with Christian antiquity and working forward into medieval texts, learn more about our humanity by looking at our predecessors' struggles to be strong leaders, to deal with loss, to identify themselves as good people, to balance love and duty, to overcome fear, and to live a holy life.
2. Investigate and evaluate the balance between communal solidarity and individual freedom, particularly how it shifted with the development of Christianity.
3. Through short reading assignments, build skills in literary analysis and the succinct writing style required for abstracts and grant proposals.
4. Engage with academic peers by forum posts with classmates, and by reading and responding to articles published in academic journals.

5. Create a presentation using the latest technology, and defend your ideas in front of your colleagues.
 6. Synthesize the concepts in this course with independent research to produce a scholarly essay that would be worthy of publication in an academic journal.
 7. Enjoy a lifelong love of learning!
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Outline

Week 1: Get started

Lesson Objectives

- Engage with your academic peers in a community of inquiry to deepen understanding of the text.
- Getting organized, Meet each other
- Select a topic for the final paper and presentation

Required Readings

- Carefully read through introductory materials, the first announcement, the syllabus, and familiarize yourself with the classroom
- Select and start reading the text that you've chosen for your final paper and presentation, even if it is a reading that we'll cover later in the course
- It is strongly suggested that you consider beginning the week 2 readings during week 1
- Week 2 Reading from the *Dead Sea Scrolls*:
 - 1 The Damascus Document
 - 2 A Commentary on Habakkuk
 - 4 Tales of the Patriarchs
 - 23 A Commentary on Nahum
 - 24 Commentaries on Psalms
 - 36 The Book of Enoch

Assignments

- Read through syllabus
- Post and reply to peers in introduction forum
- Select and post your final paper and presentation topic
- Begin working on final paper and presentation

Week 2: Devotion in a place of retreat for the Children of Israel

Learning Objectives

- Demonstrate close reading of the assigned texts in order to directly engage in textual analysis.
- Deconstruct key themes in each text with reference to relevant cultural, historic, literary, and/or theological context.
- Probe the texts for meaning by positing probable hypotheses/thesis statements.
- Engage with academic peers in a community of inquiry to deepen understanding of the text.

Required Readings

Week 2 Reading from the *Dead Sea Scrolls*:

- 1 The Damascus Document
- 2 A Commentary on Habakkuk

- 4 Tales of the Patriarchs
- 23 A Commentary on Nahum
- 24 Commentaries on Psalms
- 36 The Book of Enoch

PBS Portrait of the Essenes

www.pbs.org/wgbh/pages/frontline/shows/religion/portrait/essenes.html

Dead Sea Scrolls Digital Library

www.deadseascrolls.org.il/

Assignments

Week 2 Forum Discussion (Initial post due Thursday, Peer replies due Sunday)

Week 2 Reading Analysis Response short essay (due Sunday)

Week 3: Devotion for Anchoresses, and for star-crossed lovers, Abelard and Heloise

Learning Objectives

- Demonstrate close reading of the assigned texts in order to directly engage in textual analysis.
- Deconstruct key themes in each text with reference to relevant cultural, historic, literary, and/or theological context.
- Probe the texts for meaning by positing probable hypotheses/thesis statements.
- Engage with academic peers in a community of inquiry to deepen understanding of the text.

Required Readings

Abelard, Peter and Heloise. "Letter 1 from Abelard to a Friend" and "Letter 4 from Heloise to Abelard." *The Love Letters of Abelard and Heloise*. Sacred Texts.com. 1901

Part 1: Devotion, and Part 2: The Outer Senses *Ancrene Wisse. Anchoritic Spirituality: Ancrene Wisse and Associated Works*. Eds. Anne Savage and Nicholas Watson. New York: Paulist Press, 1991. 53- 92.

Introductory Readings: Hasenfratz, Robert. "Introduction." *Ancrene Wisse*. Detroit: Western Michigan U, 2000

Mulder-Bakker, Anneke B. "Lame Margaret of Madgeburg" *Lives of the Anchoresses: The Rise of the Urban Recluse in Medieval Europe*. Trans. Myra Heerspink Scholz. Philadelphia: U of Pennsylvania P, 2005. 148-156, 161-173.

Assignments

Week 3 Forum Discussion (Initial post due Thursday, Peer replies due Sunday)

Week 3 Reading Analysis Response short essay (due Sunday)

Week 4: Consolation for Boethius, a man unfairly imprisoned

Learning Objectives

- Demonstrate close reading of the assigned texts in order to directly engage in textual analysis.
- Deconstruct key themes in each text with reference to relevant cultural, historic, literary, and/or theological context.
- Probe the texts for meaning by positing probable hypotheses/thesis statements.
- Engage with academic peers in a community of inquiry to deepen understanding of the text.

Required Readings

Boethius, Anicius. *The Consolation of Philosophy*. Trans. David Slavitt. Harvard UP, 2010. <http://www.gutenberg.org/ebooks/14328>.

Assignments

Week 4 Forum Discussion (Initial post due Thursday, Peer replies due Sunday)

Week 4 Reading Analysis Response short essay (due Sunday)

Week 5: Consolation alone on a storm-tossed sea and mourning the loss of a crush

Learning Objectives

- Demonstrate close reading of the assigned texts in order to directly engage in textual analysis.
- Deconstruct key themes in each text with reference to relevant cultural, historic, literary, and/or theological context.
- Probe the texts for meaning by positing probable hypotheses/thesis statements.
- Engage with academic peers in a community of inquiry to deepen understanding of the text.

Required Readings

"The Wanderer" & "The Seafarer." *Old and Middle English c.890-c.1400: An Anthology*. Ed. Elaine Treharne. Oxford: Blackwell, 2004. 42-53.

- *The Wanderer*
- *The Seafarer*

Chaucer, Geoffrey. "The Book of the Duchess."

Assignments

Week 5 Forum Discussion (Initial post due Thursday, Peer replies due Sunday)

Week 5 Reading Analysis Response short essay (due Sunday)

Week 6: Descent into The Otherworld

Learning Objectives

- Demonstrate close reading of the assigned texts in order to directly engage in textual analysis.
- Deconstruct key themes in each text with reference to relevant cultural, historic, literary, and/or theological context.
- Probe the texts for meaning by positing probable hypotheses/thesis statements.
- Engage with academic peers in a community of inquiry to deepen understanding of the text.

Required Readings

Aeneas' journey to Hades from Virgil's *Aeneid*:

- Virgil. "Book 6." *Aeneid*. Trans. H.R. Fairclough. *Theoi E-Texts*. <http://www.theoi.com/Text/VirgilAeneid6.html>

Selections of Dante's *Divine Comedy*:

- Alighieri, Dante. Cantos I-IV. *Inferno. Divine Comedy*. Trans. Charles Eliot Norton. Electronic Classics Series. <https://www.gutenberg.org/ebooks/41537> or <http://www.gutenberg.org/etext/8795>.

Beowulf's descent into Grendel's mere:

- "Descent into the Mere." Beowulf. Trans. Seamus Heaney. Bilingual Edition. W.W. Norton, 2001. 94-113.
- A secondary version is also available for enrichment at: <https://www.gutenberg.org/files/16328/16328-h/16328-h.htm#C.XXIII>

Assignments

Week 6 Forum Discussion (Initial post due Thursday, Peer replies due Sunday)

Finalize Week 7 Critical Essay, to submit next week

Week 7: Into the Faerie Realm of

Learning Objectives

- Demonstrate close reading of the assigned texts in order to directly engage in textual analysis.
- Deconstruct key themes in each text with reference to relevant cultural, historic, literary, and/or theological context.
- Probe the texts for meaning by positing probable hypotheses/thesis statements.
- Engage with academic peers in a community of inquiry to deepen understanding of the text.

Required Readings

"Sir Orfeo." Eds. Anne Laskaya and Eve Salisbury. *Teams Middle English Text Series*.
<http://d.lib.rochester.edu/teams/text/laskaya-and-salisbury-middle-english-breton-lays-sir-orfeo>.

"Thomas the Rhymer." *Medieval English Literature: Oxford Anthology of English Literature*. 2nd ed. Eds. J.B. Trapp, Douglas Gray, and Julia Boffey. Oxford: Oxford UP, 2002. 349-351.

"The Voyage of Bran Son of Febal To the Land of the Living." Ed. and Trans. Kuno Meyer. Forgotten Books, 2005.
https://www.forgottenbooks.com/en/books/The_Voyage_of_Bran_Son_of_Febal_to_the_Land_of_the_Living

Assignments

Week 7 Forum Discussion (Initial post due Thursday, Peer replies due Sunday)

Week 7 Critical Essay

Week 8: Across a River to The Otherworld

Learning Objectives

- Demonstrate close reading of the assigned texts in order to directly engage in textual analysis.
- Deconstruct key themes in each text with reference to relevant cultural, historic, literary, and/or theological context.
- Probe the texts for meaning by positing probable hypotheses/thesis statements.
- Engage with academic peers in a community of inquiry to deepen understanding of the text.

Required Readings

The Pearl

- *The Poems of the Pearl Manuscript: Pearl, Cleanness, Patience, Sir Gawain and the Green Knight*. Eds. Malcolm Andrew and Ronald Waldron. 5th ed. Incorporating prose translation on CD-Rom. Exeter: U of Exeter P, 2007. Or, use this electronic text

Assignments

Week 8 Forum Discussion (Initial post due Thursday, Peer replies due Sunday)

Presentation Due Thursday (Post in forum, and submit in "assignments")

Evaluation

Grading:

Name	Grade %
Presentation	10.00 %
Week 7: Critical Essay	10.00 %
Forums	45.00 %
Week 1 Forum	5.63 %
Week 2 Forum	5.63 %
Week 3 Forum	5.63 %
Week 4 Forum	5.63 %
Week 5 Forum	5.63 %
Week 6 Forum	5.63 %
Week 7 Forum	5.63 %
Week 8 Forum	5.63 %
Final Essay	15.00 %
Week 8: Video, Screencast, or PowerPoint Presentation	15.00 %
Reading Analysis and Response Essays	30.00 %
Week 2 Reading Analysis Response	7.50 %
Week 3 Reading Analysis Response	7.50 %
Week 4 Reading Analysis Response	7.50 %
Week 5 Reading Analysis Response	7.50 %

Materials

Book Title: The Romance of Tristan

Author: Beroul / Fredrick, Alan S. (Translator)

Publication Info: Penguin Books, Inc.

ISBN: 9780140442304

Book Title: Consolation of Philosophy - available free online at <http://www.gutenberg.org/etext/14328>

Author: Boethius / Walsch, P.J.

Publication Info: Oxford University Press

ISBN: 9780199540549

Book Title: Beowulf : A New Verse Translation, Bilingual Edition- Available free online

Author: Heaney, Seamus (Translator)

Publication Info: W.W. Norton & Co.

ISBN: 9780393320978

Book Title: Wanderer- this text is recommended but not required (available online-
<http://faculty.arts.ubc.ca/sechard/oewand.htm>) (hard copy not available from the APUS Bookstore, please try other sources.)

Author: Leslie

Publication Info: University of Exeter Press

ISBN: 9780859892612

Book Title: Dead Sea Scrolls : A New Translation (available online-
<http://www.thechristianidentityforum.net/downloads/Complete-Scrolls.pdf>)

Author: Wise, Michael O. / Abegg, Martin G.

Publication Info: Harpercollins College Division

ISBN: 9780060766627

Book Title: Purgatorio-Available free online at <http://www.gutenberg.org/etext/8795>

Author: Dante / Hollander, Jean (Ed.) / Hollander, Robert (Ed.)

Publication Info: Anchor Press

ISBN: 9780385497008

Book Title: Dream Visions and Other Poems - free e-book available online

Author: Chaucer, Geoffrey

Publication Info: W.W. Norton

ISBN: 9780393925883

All readings are available as links in the classroom. Required Texts:

WEEK 2:

Dead Sea Scrolls: A New Translation. Trans. Michael O. Wise, Martin G. Abegg, and Edward M. Cook.

Harper Collins Publishers, 2005.

- Readings from the *Dead Sea Scrolls*:
- 1 "[The Damascus Document](#)"
- 2 "[A Commentary on Habakkuk](#)"
- 4 "[Tales of the Patriarchs](#)"

- 23 "[A Commentary on Nahum](#)"
- 24 "[Commentaries on Psalms](#)"
- 36 "[The Book of Enoch](#)"

WEEK 3:

Abelard, Peter and Heloise. "Letter 1 from Abelard to a Friend" and "Letter 4 from Heloise to Abelard." [The Love Letters of Abelard and Heloise](#). Sacred Texts.com. 1901.

["Part 1: Devotions"](#) and ["Part 2: The Outer Senses."](#) *Ancrene Wisse. Anchoritic Spirituality: Ancrene Wisse*

and Associated Works. Eds. Anne Savage and Nicholas Watson. New York: Paulist Press, 1991. 53-92.

Introductory Readings: Hasenfratz, Robert. "Introduction." *Ancrene Wisse*. Detroit: Western Michigan U, 2000 <http://d.lib.rochester.edu/teams/text/hasenfratz-ancrene-wisse-introduction>

Mulder-Bakker, Anneke B. "[Lame Margaret of Madgeburg](#)" *Lives of the Anchoresses: The Rise of the Urban Recluse in Medieval Europe*. Trans. Myra Heerspink Scholz. Philadelphia: U of Pennsylvania P, 2005. 148-156, 161-173.

WEEK 4:

Boethius, Ancius. *The Consolation of Philosophy*. Trans. David Slavitt. Harvard UP, 2010. <http://www.gutenberg.org/ebooks/14328>

WEEK 5:

"[The Wanderer](#)" & "[The Seafarer](#)." *Old and Middle English c.890-c.1400: An Anthology*. Ed. Elaine Treharne. Oxford: Blackwell, 2004. 42-53.

Chaucer, Geoffrey. "[The Book of the Duchess](#)." *eChaucer: Chaucer in the 21st Century*. Ed. Gerard NeCastro.

WEEK 6:

Virgil. "[Book 6](#)." *Aeneid*. Trans. H.R. Fairclough. Theoi E-Texts.

Alighieri, Dante. [Cantos I-IV](#). *Inferno. Divine Comedy*. Trans. Charles Eliot Norton. Electronic Classics Series. Also available at <http://www.gutenberg.org/etext/8795>.

"[Descent into the Mere](#)." *Beowulf*. Trans. Seamus Heaney. Bilingual Edition. W.W. Norton, 2001. 94- 113. (additional page available at https://edge.apus.edu/access/content/group/arts-and-humanities-common/Humanities%2C%20Religion%20%26%20Philosophy/Humanities/HUMN520%20_8_/Content/Beo

WEEK 7:

"[Sir Orfeo](#)." Eds. Anne Laskaya and Eve Salisbury. *Teams Middle English Text Series*.

"[Thomas the Rhymer](#)." *Medieval English Literature: Oxford Anthology of English Literature*. 2nd ed. Eds. J.B. Trapp, Douglas Gray, and Julia Boffey. Oxford: Oxford UP, 2002. 349-351.

"[The Voyage of Bran Son of Febal To the Land of the Living](#)." Ed. and Trans. Kuno Meyer. *Forgotten Books*, 2005.

WEEK 8:

The Poems of the Pearl Manuscript: Pearl, Cleanness, Patience, Sir Gawain and the Green Knight. Eds. Malcolm Andrew and Ronald Waldron. 5th ed. Incorporating prose translation on CD-Rom. Exeter: U of Exeter P, 2007.

or use this electronic text <http://www.billstanton.co.uk/pearl/pearl1213.htm>

Course Guidelines

Citation and Reference Style

- Students will follow MLA format as the sole citation and reference style used in written assignments submitted as part of coursework to the Humanities Department.

- Please note that no formal citation style is graded on forum assignments in the School of Arts & Humanities—only attribution of sources (please see details regarding forum communication below).

Tutoring

- [Tutor.com](https://www.tutor.com) offers online homework help and learning resources by connecting students to certified tutors for one-on-one help. AMU and APU students are eligible for 10 free hours of tutoring provided by APUS. Tutors are available 24/7 unless otherwise noted. Tutor.com also has a SkillCenter Resource Library offering educational resources, worksheets, videos, websites and career help. Accessing these resources does not count against tutoring hours and is also available 24/7. Please visit the APUS Library and search for 'Tutor' to create an account.

Late Assignments

School of Arts & Humanities Late Policy

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution.

Work posted or submitted after the assignment due date will be reduced by 10% of the potential total score possible for each day late up to a total of five days, including forum posts/replies, quizzes, and assignments. ***Beginning on the sixth day late through the end of the course, late work, including forum posts/replies, quizzes, and assignments, will be accepted with a grade reduction of 50% of the potential total score earned.***

Turn It In

Assignments are automatically submitted to Turnitin.com within the course. Turnitin.com will analyze an assignment submission and report a similarity score. Your assignment submission is automatically processed through the assignments area of the course when you submit your work.

Academic Dishonesty

- Academic Dishonesty incorporates more than plagiarism, which is using the work of others without citation. Academic dishonesty includes any use of content purchased or retrieved from web services such as CourseHero.com or Scribd. Additionally, allowing your work to be placed on such web services is academic dishonesty, as it is enabling the dishonesty of others. The copy and pasting of content from any web page, without citation as a direct quote, is academic dishonesty. When in doubt, do not copy/paste, and always cite.

Submission Guidelines

- Some assignments may have very specific requirements for formatting (such as font, margins, etc) and submission file type (such as .docx, .pdf, etc). See the assignment instructions for details. In general, standard file types such as those associated with Microsoft Office are preferred, unless otherwise specified.
- It is the student's responsibility to ensure the all submitted work can be accessed and opened by the instructor.

Disclaimer Statement

- Course content may vary from the outline to meet the needs of a particular group or class.

Communicating on the Forum

- Forums are the heart of the interaction in this course. The more engaged and lively the exchanges, the

more interesting and fun the course will be. Only substantive comments will receive credit. Although there is a final posting day/time after which the instructor will grade and provide feedback, it is not sufficient to wait until the last day to contribute your comments/questions on the forum. The purpose of the forums is to actively participate in an on-going discussion about the assigned content.

- “Substantive” means comments that contribute something new and important to the discussion. Thus a message that simply says “I agree” is not substantive. A substantive comment contributes a new idea or perspective, a good follow-up question to a point made, offers a response to a question, provides an example or illustration of a key point, points out an inconsistency in an argument, etc.
- As a class, if we run into conflicting view points, we must respect each individual's own opinion. Hateful and hurtful comments towards other individuals, students, groups, peoples, and/or societies will not be tolerated.
- Students must post a response to the weekly forums prompt and post the required number of replies to other students – refer to the grading rubric and/or forum instructions for specific expectations on number of replies and word count requirements.
- The main response to the forum is due mid-week – refer to the grading rubric and/or forum instructions for specific expectations. Late main response posts to a forum may not be accepted without prior instructor approval.
- Replies must be posted in the week due and replies after the end of the each week may not be graded.

Quizzes and Exams

- Quizzes and exams may consist of true/false, multiple choice, and short essay questions. Each quiz/exam is accessible only once. Once a quiz/exam is accessed, you will not be able to access it again if you disconnect. Therefore, allocate time to complete your quiz. Weekly quizzes must be submitted by midnight Eastern Time, Day 7 of the assigned week. Late quizzes or exams will not be accepted without prior instructor approval.

University Policies

[Student Handbook](#)

- [Drop/Withdrawal policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Disability Accommodations](#)

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