**Classics 10 Flex Humanities**

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**Program Organization**

 Classics 10 will take you on a trip exploring the ideas of 19th & 20th century Philosophy and Literature. You will be encouraged to become involved in various aspects of program decision-making from curricular approaches to field studies.

**Flex Classics 10** will:

 1) Provide you with an introduction to 19th & 20th century Philosophy and Literature and its social, cultural, and historical context.

 2) Provide you with the analytical and logical language skills to examine philosophical/intellectual ideas.

 3) Provide you with the opportunity to make literate and relevant connections between philosophy, literature and contemporary existence; making sense of how the world is shaped by ideas.

 4) Provide you with the opportunity to explore classical literature and poetry

 5) Provide you with the necessary writing and reading skills to analyze, transliterate/translate, and create text from epic poetic form, dialogue style, to formal essay structure.

**Portfolio Interviews**: Near the end of each reporting period, you will present an online/electronic portfolio in an interview structured in response to the **Core Competencies with evidence** from selected pieces of your term work, your journals, vocabulary development, a self and program evaluation response. You must keep your binder organized/sectioned with tab separations. You may want to consider a filing system as well to avoid poundage as each term ends.

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**Class Activity Responses**: Class activities will require critical responses (CRs) and “document-based inquiry (DBIs)” work.

**Tentative Term Assessment:**

One Term essay/project 40%

Three Examinations (tests and quizzes) 30%

Class Responses 20%

Interview 10%

**Essay/Project/T/C**

***Introduction****:* There is one essay, project, or T/C (translation-critiques) per term. You will decide on:

1. Your topic (relevant to the scope and nature of this course)
2. The format (it is open to all possible imaginative constructs!).
3. Your due date (There is a term end-date).

All assignments can be revised until they meet both yours and my expectations, so it is advised not to set due dates too late in the term.

***Creation Process:***

Select the following in sequence: Theme, Process Construct (we will discuss what these are), Thesis, Research and Thought, Draft, and Assessment. Since the process is formative there might be more than one draft depending on feedback.

***Detailed Specifications:***

Again, one essay/project will be assigned per term. You will decide on topics contained or related in the term’s scope and sequence, the format for each (it is open to all possible imaginative constructs!), and the due dates. A term end-date will be provided. The assessment is formative, meaning that I want to have you do as many iterations/revisions as is possible. This process will give you the opportunity to achieve the best mark you can. All assignments can be revised until they meet both yours and my expectations, so it is advised not to set due dates too late in the term.

To emphasize, when I say “open format”, this applies to structure. Your project need not be a single, seamless paper. You could divide it up into parts, with separate topics. You might use the T/C format. You might consider text-based responses, i.e., choosing chapter questions to structure responses. Doing an art, graphic media, animation, story are all very imaginative and wonderful ways to explore ideas; you will just need to balance “art” with critical analysis.

Your inquiry project can be designed to reflect any theme and integrate any topic from the year. It is **Open Format: you decide on the format!** Essay/Project final copy length is equivalent to **3-5 pages long**, typed, single-sided, single-spaced, with source citations and bibliography. If project format is selected, use the length in terms of equivalency and script/graphic components must be balanced.

I suggest the following site for how to cite sources: <https://owl.purdue.edu/owl/purdue_owl.html>

You must use at least 4-5 sources, two of which must be primary sources.

A good place to start with is the “Internet History Sourcebooks Project” <https://sourcebooks.fordham.edu/>

**Interviews:** Near the relative end of each term, you will be expected to participate in an interview. Your portfolio will be an online or electronic presentation (Site123, Weebly, PPT, etc.), structured by the core competencies (this will be provided) supported by your own description and evidence. I will also assess your binder or whatever means you use to organize notes, research, class activities, etc. Please also include both a self and course evaluation.

**Exams**

At the beginning of each month, there will be an essay exam. A topic list will be provided in advance and you will be able to prepare for the exam.

***Flex Classics 10 Syllabus***

Introduction to 19th & 20th Century Philosophy & Literature: I will discuss the theories and ideas of selected philosophical and literary movements using the writings of sampled philosophers, poets, and novelists. For each study section, I have listed as many as I can that both you and I can draw from in our work in class. No list is exclusive.

Over and top of the content smorgasbord below, we will be working on a “Collaborative Learning Challenge” as part of an ongoing section of the class where we will be preparing for the National and Regional Ethics Bowls.

***Term One***

***Metaphysics & Romanticism***

This study explores metaphysical theories of the nature of reality and Romantic literature of emotion and imagination.

Philosophers, poets, and novelists

Immanuel Kant Georg Hegel

Arthur Schopenhauer Fredrich Nietzsche

Soren Kierkegaard William James

John Dewey

Thomas Gray Percy Bysshe Shelley

Johann Wolfgang von Goethe

Samuel Taylor Coleridge Lord Byron

William Wordsworth John Keats

Percy Shelly Mary Shelley

***Epistemology & Modernism***

This study explores epistemological theories regarding the nature of truth and Modernist literature exploring reactions to science and technology. I have included the Harlem Renaissance, African American poets, novelists, and thinkers I would argue in part were reacting to the some of the same concerns as modernist writers. Some World War One poets and Lost Generation poets and novelists, expatriate American poets and novelists, living in Europe post World War One are included as well as some World War One poets.

Philosophers, poets, and novelists

Immanuel Kant Georg Hegel

Arthur Schopenhauer Fredrich Nietzsche

Soren Kierkegaard Charles Sanders Pierce

William James Ludwig Wittgenstein

Bertrand Russell Ludwig Wittgenstein

Alfred Whitehead

Seigfried Sasson Rupert Brooke

Wilfred Owen Robert Graves

Ezra Pound T.S. Eliot

Langston Hughes Xavier Herbert

Henry Miller James Joyce

Gertrude Stein Rainer Maria Rilke

***Term Two***

***Self & Transcendentalism***

This study explores conceptions of self and Transcendentalist literature of self-reliance and independence from modern technology.

Philosophers, poets, and novelists

Arthur Schopenhauer Karl Marx

William James Sigmund Freud

B.F. Skinner Henri Bergson

Jean-Paul Sartre Gilbert Ryle

Ralph Waldo Emerson Henry David Thoreau

***Freedom & Absurdism***

This study explores theories and conceptions of freedom and Absurdist literature of that questions truth and value and rejects any inherent meaning of existence. I have included Postmodernism literature, a post-World War Two movement questioning absolutes and embracing diversity and irony.

Philosophers, poets, and novelists

Immanuel Kant Georg Hegel

Arthur Schopenhauer Fredrich Nietzsche

Soren Kierkegaard Martin Heidegger

Jean Paul Sartre Simone De Beauvoir

Albert Camus

William Gibson Chuck Palahniuk

Douglas Coupland Haruki Murakami

Miranda July David Foster Wallace

Sherman Alexie Samuel Beckett

Jorge Luis Borges Thomas Pynchon

Kurt Vonnegut

***Term Three***

***Justice & Post-colonialism***

This study explores theories and conceptions of Justice and Post colonialist literature. The writers of this latter group are very diverse and very loosely connected but their work is politically charged with issues of morality and justice. I have included some. Civil Rights literature of the 60s that share similar concerns.

Philosophers, poets, and novelists

Immanuel Kant Karl Marx

Jeremy Bentham John Stuart Mill

John Rawls Robert Nozick

Noam Chomsky Alasdair MacIntyre

Thomas Nagel Martha Nussbaum

V.C. Naipaul Salman Rushdie

Wole Soyinka Chinua Achebe

Edward Said James Baldwin

Franz Fanon Malcolm X

Martin Luther King, Jr. Maya Angelou

W.E.B. Du Bois Alice Walker

James Farmer, Jr. Angela Davis

Thurgood Marshall Eldridge Cleaver

***Ethics and Existentialism***

This study explores ethical theories and Existentialist philosophy and literature. I have included some beat poets whose writings expressed many existentialist themes.

Philosophers, poets, and novelists

Immanuel Kant Fredrich Nietzsche

G.E. Moore Philippa Foote

Peter Singer Richard Rorty

Hannah Arendt Thomas Nagel

Martha Nussbaum Charles Taylor

Bernard Williams R. M. Hare

Stephen King H.P. Lovecraft

Carlos Castaneda Gabriel Garcia Marquez

Fyodor Dostoyevsky Hermann Hesse

Franz Kafka DH Lawrence

Henry Miller Virginia Woolf

Jean Paul Sartre Simone De Beauvoir

Albert Camus Jack Kerouac

Milan Kundera Alan Ginsberg

William S. Burroughs Ken Kesey

Maya Angelou

**Final Essay/Project:**

Objectives:

* An integrated work with Mr. Derreth’s Film Studies 10
* Thesis can reflect any theme and integrate any topic from the Existentialist Literature, Film, Art, or Poetry

**New York Field Study:**

Objectives:

* The Impact of the Loyalists on the Canada’s Development: Philadelphia
* Immigration Study: Ellis Island and Tenement Museum
* Philosophy & Literature/The Existentialist Experience: Greenwich Village
* Fine Arts & Literature Exploration: MET, Broadway Plays, & Behind the Scenes Workshop
* Modern Languages Exploration: Little Italy
* History: Ground Zero
* Social Justice: Harlem and Black American History