**Classics 9**

**Flex Humanities**

***Mr. Dale Martelli***

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**Program Organization**

Classics 9 will explore the ideas of early modern Philosophy and Literature. You will be encouraged to become involved in various aspects of program decision-making from curricular approaches to field studies

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

**Tentative Term Assessment:**

Inquiry Project 30%

In-Class Writes 30%

Class Responses 30%

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.

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/>

The project should be **4-6 pages long and spacing 1.5 with font TNR 12.** We will negotiate what this looks like if you choose another format.

**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.

**In-class Writes**

These will be 2-3 page in-class essays based on questions provided in advance.

**Flex Classics 9 Syllabus:**

This course explores 17th to 19th Century Philosophy and World Literature, discussing 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.

#### *September*

*Week One:*

*a. IP Introduction, Topic Selection, Thesis construction.*

*b. Logic Review*

*• Propositional Calculus I Review and Extension*

*• Analytical Writing Skills*

*• Fallacies*

*• Argumentation*

*Week Two: Ancient/Mediaeval Philosophy & World Literature Review*

*Week Three: Modern Philosophy Part One: Hobbes & Locke*

*Week Four: The Enlightenment & Descartes*

***October***

*Week One & Two: Shakespeare and Sonnets*

*a. Shakespeare & Sonnets PPT*

*b. Notes & Summative Response (What did you find the most interesting? Confusing? Etc., and why?)*

*c. Select a play to read (or watch, e.g., “10 Things I hate about You”) and provide a 1-2 page short literary (open format) Critical Response (#1)*

*d. Select a Sonnet and provide a 1–2 page Critical Response (#2)*

*e. For bonus: Memorize your sonnet and recite when you get back…for 5%!!!*

*Week Three: World Literature Part Three “14th to 17th Century - Selected sources from Korea, Europe, & the Americas.*

*Week Four: World Literature Part Four 17th to 18th Century”- Selected sources from the Age of Reason, Near East, and Asia.*

***November***

*Week One: Leibniz, Berkeley & Spinoza*

*Week Two: Burke, Paine & the French Revolutionary Philosophers*

*Week Three****:*** *16th- 18th Century French Literature - Michel de Montaigne’s On Cannibals, Blaise Pascal Penseés’s (Thoughts), Francois Rabelais’s Five Books of the Lives, Heroic Deeds and Sayings of Gargantua and Pantagruel, & Voltaire’s Candide*

*Week Four****:*** *Enlightenment Social Reform Literature I - Jonathan Swift: A Modest Proposal, Adam Smith’s The Wealth of Nations, Daniel Defoe: On The Education Of Women, Lady Mary Worley & Montagu’s Selected Prose and Poetry*

***December***

*Week One: Central, Latin, South America & The Caribbean: Select Indigenous Peoples**Literature*

*Week Two:* *Rousseau and Frankenstein*

*Week Three: 19th Century Romanticism*

***January***

*Week One & Week Two:*

*Social Reform Literature II - Caesar Beccaria, Count Humboldt, Samuel Johnson, Thomas Jefferson, Mary Wollstonecraft, (Themes: Poverty, Crime, Madness, and Medicine)*

*Suggested lens: Michel Foucault*

*Week Three: Hume and Skepticism*

A resource list of possible writers you might explore (the list is not at all exclusive):

*Metaphysics and Elizabethan Literature*

Descartes Leibniz

Berkeley Spinoza

Pascal Hobbes

Locke Berkeley

Spinoza Hume

Kant

Edmund Spenser William Shakespeare

*Epistemology and Jacobean Literature*

Descartes Leibniz

Hobbes Locke

Berkeley Spinoza

Hobbes Locke

Berkeley Spinoza

Hume Kant

William Shakespeare Ben Jonson

*Self and Restoration Literature*

Hume Rousseau

Descartes Leibniz

Hobbes Locke

Berkeley Spinoza

Milton Dryden

Freedom and Augustan Literature

Rousseau Denis Diderot

Burke Paine

Adam Smith Hume

Kant Hegel

Karl Marx Pierre-Joseph Proudhon

Mikhail Bakunin Arthur Schopenhauer

Fredrich Nietzsche Soren Kierkegaard

Alexander Pope Jonathan Swift

Daniel Defoe Lady Mary Worley

*Justice and Romanticism*

Hume Rousseau

Hobbes Locke

Spinoza Kant

Hegel Caesar Beccaria

Mary Wollstonecraft Thomas Grey

Fredrich Schiller Samuel Taylor Coleridge

William Woodsworth Johann Wolfgang von Goethe

*Ethics and Romanticism*

Hume Rousseau

Hobbes Locke

Spinoza Kant

Hegel Caesar Beccaria

Thomas Gray Percy Bysshe Shelley

Lord Byron John Keats

Percy Shelly Mary Shelley