



CHRISTIAN HERITAGE COLLEGE

SEM102

**NARRATING WESTERN CIVILISATION –
MIDDLE AGES AND RENAISSANCE**

This sample unit outline is provided by CHC for prospective and current students to assist with unit selection.

Elements of this outline which may change with subsequent offerings of the unit include Content, Required Texts, Recommended Readings and details of the Assessment Tasks.

Students who are currently enrolled in this unit should obtain the outline for the relevant semester from the unit lecturer.

Unit code	SEM102
Unit name	Narrating Western Civilisation – Middle Ages and Renaissance
Associated higher education awards	Diploma of Liberal Arts: Foundations of Wisdom Bachelor of Arts in the Liberal Arts
Duration	One semester
Level	Introductory
Unit Coordinator	To be advised
Core/Elective	Core
Weighting	Unit credit points: 10 credit points
	Total course credit points:
	Diploma of Liberal Arts: Foundations of Wisdom 80 credit points
	Bachelor of Arts in the Liberal Arts 240 credit points
Student workload	Face-to-face on-site
	Timetabled hours 39
	Personal study hours 111
	Total workload hours 150
	Students requiring additional English language support are expected to undertake an additional one hour per week.
	In order to be considered for a passing grade, students must attend at least 80% of class sessions.
Delivery mode	Face-to-face on-site
Pre-requisites/ Co-requisites/ Restrictions	<i>Prerequisite</i> SEM101 Narrating Western Civilisation – Ancient Greece and Rome
Rationale	<p>This unit is the second of three Narrating Western Civilisation units—a strand that initiates students into a centuries-long conversation through exploring texts and ideas that have shaped Western civilization (see “Rationale” of SEM101 unit for an explanation of how these units are approached and why they are important for a liberal arts education).</p> <p>This unit provides an overview of Western literary and historical texts from the Middle Ages through to the late Renaissance. To see how texts of St. Benedict, Dante, More, Shakespeare, and Milton are situated within and contribute to the history and literature of Western civilisation, students will explore them with an eye toward the aftermath of the collapse of the Roman Empire, the emergence of the feudal system, the advent of Renaissance humanism in Italy and northern Europe, and the significance of the European Age of Exploration. Special attention is given to the influence on literary culture of the rise of the Christian Church in medieval Europe and the tensions in European Christendom from the 16th century.</p>

Prescribed text(s)	<p>St. Benedict 2008, <i>The Rule of St. Benedict</i>, trans. C White, Penguin Classics, New York, NY.</p> <p>Dante Alighieri 2005, <i>Inferno</i>, trans. A Esolen, Modern Library, New York, NY.</p> <p>Dante Alighieri 2004, <i>Purgatory</i>, trans. A Esolen, Modern Library, New York, NY.</p> <p>Dante Alighieri 2007, <i>Paradise</i>, trans. A Esolen, Modern Library, New York, NY.</p> <p>More, T 2003, <i>Utopia</i>. trans. P Turner, Penguin Classics, New York, NY.</p> <p>Shakespeare, W 2005, <i>The Oxford Shakespeare: The Complete Works</i>, 2nd edn, ed. S Wells, G Taylor, J Jowett & W Montgomery, Oxford University, Oxford, UK.</p> <p>Milton, J 2008, <i>Paradise Lost</i>, eds. S Orgel & J Goldberg, Oxford University, Oxford, UK.</p>
Recommended readings	<p>Danielson, D (ed) 1999, <i>The Cambridge Companion to Milton</i>, Cambridge University, Cambridge, UK.</p> <p>Greenblatt, S 2012, <i>Hamlet in Purgatory</i>, expanded edn, Princeton University, Princeton, NJ.</p> <p>Griffiths, H (ed) 2004, <i>Shakespeare: Hamlet</i>, Readers' Guides to Essential Criticism, Palgrave MacMillan, Hampshire, UK.</p> <p>Hunt, M 2004, <i>Shakespeare's Religious Allusiveness: Its Play and Tolerance</i>, Ashgate, Burlington, VT.</p> <p>Jacoff, R 2007, <i>The Cambridge Companion to Dante</i>, Cambridge University, Cambridge, UK.</p> <p>Markos, L 2012, <i>Literature: A Student's Guide</i>, Reclaiming the Christian Intellectual Tradition, ed. D Dockery, Crossway, Wheaton, IL.</p> <p>Reade, W H V 2005, <i>The Moral System of Dante's Inferno</i>, Adamant Media, Oxford, UK.</p> <p>Smith, N 2008, <i>Is Milton Better than Shakespeare?</i>, Harvard University, Cambridge, MA.</p> <p>Stark, R 1996, <i>The Rise of Christianity: A Sociologist Reconsiders History</i>, Princeton University, Princeton, NJ.</p> <p>In addition to the resources above, students should have access to a Bible, preferably a modern translation such as <i>The Holy Bible: New King James Version (NKJV)</i>.</p> <p>This translation and many others may be accessed free on-line at http://www.biblegateway.com. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.</p>
Specialist resources requirements	Nil
Content	<ol style="list-style-type: none"> 1. Historical Context; St. Benedict, <i>The Rule of St. Benedict</i> 2. Dante, <i>Inferno</i> 3. Dante, <i>Purgatory</i> 4. Dante, <i>Paradise</i> 5. Thomas More, <i>Utopia</i> 6. Shakespeare, <i>Hamlet</i> 7. Shakespeare, <i>King Lear</i> 8. John Milton, <i>Paradise Lost</i>

Learning outcomes	<p>On completion of this unit, students will have:</p> <ol style="list-style-type: none"> 1. Identified and understood some of the basic ideas, events and characters in influential texts of the Middle Ages and European Renaissance; 2. Comprehended the contribution of Medieval writers to the development of the Western literary tradition and culture; 3. Grasped and analysed the historical context within which significant texts were written; 4. Understood the relationship of the social, cultural, philosophical and theological developments of the Middle Ages and Renaissance to contemporary developments and assumptions; 5. Applied knowledge of ideas developed in medieval times to a Christian worldview and to pressing questions of today; 6. Participated in group discussion by completing readings and contributing with clarity and coherence; and 7. Communicated at an appropriate tertiary standard with special attention to correct grammar, punctuation, spelling, vocabulary, usage, sentence structure, logical relations, style, referencing and presentation.
Assessment tasks	<p>Task 1: Weekly Reflections</p> <p>Word Length/Duration: 10 x 300 words (5 of which will be graded)</p> <p>Weighting: 30% (6% each)</p> <p>Learning Outcomes: 1-3, 5,-7</p> <p>Assessed: Weeks 2-11</p> <p>Task 2: Class Participation</p> <p>Word Length/Duration: Weekly</p> <p>Weighting: 10%</p> <p>Learning Outcomes: 1, 2, 4-7</p> <p>Assessed: Weeks 2-13</p> <p>Task 3: Reflection Paper on Dante's <i>Divine Comedy</i></p> <p>Word Length/Duration: 1,800 words</p> <p>Weighting: 35%</p> <p>Learning Outcomes: 2-5, 7</p> <p>Assessed: Week 8</p> <p>Task 4: Examination – <i>Viva Voce</i></p> <p>Word Length/Duration: 15 minutes</p> <p>Weighting: 25%</p> <p>Learning Outcomes: 1-5, 7</p> <p>Assessed: Week 14</p>
Unit Summary	<p>This unit is the second of three Narrating Western Civilisation units—a strand that initiates students into a centuries-long conversation through exploring texts and ideas that have shaped Western civilisation. The goal is to provide an overview of Western literary and historical texts from the Middle Ages through to the late Renaissance, with special attention on not only the advent of Renaissance humanism in Italy and northern Europe but also the aftermath of the collapse of the Roman Empire and the rise of the Christian Church in medieval Europe.</p>