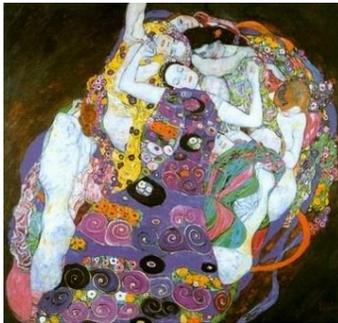


Lewis and Clark College
Core 107-25: *Exploration and Discovery II*
Spring 2016

MWF 1:50 – 2:50pm

Howard 255

Prof. Rebecca Pyatkevich, Visiting Assistant Professor of Russian
Office Hours: M 3-4, W 12-1, and by appt.
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DISCOURSES of/on LOVE

Love is a fundamental component of human experience, but it is not one that is easily described or fully understood. We continually explore what it means to love, and we do so through a variety of modes. In science, we study how different kinds of relationships tend to develop, or what happens in the brain; in philosophy and religion, we explore the relationship between love and goodness; in literature, we tell stories that model or imitate the experience, searching for images and words that adequately convey its variety and breadth.

In this course, we will examine the various discourses – literary, religious, scientific – within which we study and attempt to understand love. We will begin by looking at how love has been studied in psychology (Robert Sternberg) and neuroscience (Helen Fisher); in philosophy and religion (Plato's *Symposium*; excerpts from the Bible and other sacred texts); represented and explored in important literary texts from different cultures (may include *Tristan and Isolde*, "Brokeback Mountain," selections from *Arabian Nights*, others).

Throughout, we will interrogate the underlying assumptions of each approach and its conclusions, and look for ways in which various discourses on love intersect, intertwine, contradict, confirm, or complete each other. This critical analysis will allow students to create their own research projects and contribute to the ongoing discourse.

Statement of Learning Objectives: By the end of this course, students who have participated actively in the course and completed all the assignments in a satisfactory manner will:

1. Work collaboratively and constructively in a group setting. Demonstrate capacity to listen, respond reasonably to, and build on the intellectual positions staked out by course materials, instructors, and fellow students.
2. Compose effective formal academic writing, both in class (during exams or other exercises) and outside of class (for take-home writing assignments). Demonstrate capacity to compose clear and compelling prose, formulate persuasive arguments supported with evidence, and pursue creative and eloquent expression of ideas.
3. Pursue original research leading to the production of a major essay, in which students will use appropriate research tools and sources to meet the information need. Demonstrate capacity to formulate a compelling research question, employ various research sources and methods, formulate an original thesis supported with sufficient evidence, and produce proper citations and reference lists.
4. Prepare and deliver a formal oral presentation. Demonstrate capacity to orally present original ideas in a coherent and persuasive manner, and respond to audience questions and remarks.

Additionally, this course in particular will allow students to pursue the following learning objectives:

5. Improve their ability to read texts both closely (concentrating on what the text does and doesn't say) and deeply and broadly (by seeing texts in broader contexts).
6. Become more sensitive to the key tropes governing how we think and talk about love.

READING AND DISCUSSION:

This class is a **reading and research course**, designed to teach you help you become more careful readers (whatever your discipline), and to build effective arguments. We will be reading, discussing, and writing about the following works. The materials below are available for purchase (and possibly rental) at the LC Bookstore; other materials will be provided on Moodle. See the full list of readings on the last page:

- Bedier, Joseph, ed. *The Romance of Tristan and Iseult*. Hillaire Belloc, tr. New York: Vintage Classics, 1994.
- Dunbar, Robin. *The Science of Love*. London: Faber and Faber, 2012.
- Nizami. *The Story of Layla & Majnun*. Dr. Rudolph Gelpke, tr., ed. New Lebanon, NY: Omega Publications, 2011.
- Plato, *Symposium*. Alexander Nehamas & Paul Woodruff, tr. Indianapolis: Hackett Publishing Company, 1989.
- Shonagon, Sei. *The Pillow Book*. Meredith McKinney, tr. London: Penguin Books, 2006.

Even though the length of the daily reading assignments will vary, you should expect the 3-hour minimum of active reading and preparation for every hour we spend in class (as common in other LC courses). Throughout, you will be expected to balance reading and assignments that prepare you for class discussion with ongoing individual research work that will culminate in the final paper.

Participation

Pre-class processing assignments

In order to prepare for in-class discussion, reading assignments will be accompanied by short *Pre-class processing assignments* – these assignments will generally be administered and due on Moodle. They will be graded for completion rather than content (although I will provide feedback on particularly insightful or particularly sloppy content). Such an assignment might require a short written response to a particular question, or it may take forms other than writing. The grade on these assignments becomes part of your participation grade.

Office hours:

We will have three required office hour sessions during the course of the semester, although you are more than welcome to come to office hours as often as you'd like. Two of these mandatory meetings will specifically focus on your writing; attending them will form part of your participation grade. A third meeting is required before your short presentation.

Additionally, please come to office hours with any questions, concerns, thoughts, ideas, notes, desires that you may have. I may not always be able to make allowances (though I'll try), but I will certainly listen and discuss.

Self-and-group evaluation questionnaires:

Self-evaluation questionnaires about your level of participation will be administered at regular intervals during the semester. These will be a chance to formally reflect on your level of participation and to negotiate with me an appropriate mark, while making plans for improvement.

Presentations

You will have two presentations that you will give to the whole class: a short presentation designed to introduce and spar discussion on a particular reading; and a long presentation at the end of the semester on your research project. The first presentation will not only give you practice in presenting, but set up a base for improvement and allow you to get feedback on your presentation skills before the long presentation.

The short presentation will be five-ten minutes long. Once during the course of the semester, you will have the responsibility of introducing that day's text and leading discussion on it. You will have to prepare a short presentation explaining relevant historical and biographical material, what you see as the key ideas/themes/images of the work, and the way it develops/questions ideas of love. You will sign up for your slot early in the semester.

The long presentation will be ten-fifteen minutes long, and will be a formal presentation of your research-in-progress. It will also be an opportunity to gain feedback as you continue to work on your drafts.

WRITING AND RESEARCH:

This course is a **writing and research course**, designed to develop your skills as writers and arguers. More specific, extensive information about each assignment will be provided later. These assignments will consist of:

In-class writing assignments – short, in-class writing assignments may be used to trigger or focus discussion and to train aspects of effective analytical writing. Grade on these assignments becomes part of your participation grade.

Two short papers, 900-1200 words (about 4-5 pages) each

Paper 1 – Critical response to one of the articles discussed.

Paper 2 – Comparative analysis of two of the works read since the first paper.

Research paper, 2900-3200 words or 10-12 pages

Beginning in the 4th week of the course, you will be working on a research paper that engages with the topics we've discussed in a thorough, deep way. A good topic will be one that can both excite you and make use of the concepts and skills you have gained in the course; it will also be one that can turn a general, broad question into a series of smaller, more delimited questions that can be argued with specific evidence. Although you will receive more direction later, here is a sense of the *broad* directions in which you might be able to take your research. See also the list of paper topics from last year's related E & D course.

Topics might be literary:

- You may address the evolution of a particular metaphor, trope, or approach in a particular work or in two disparate works.

Topics might be sociological or historical:

- You may address the way that a certain organizing category of love stories – gender, marriage, childhood – is reflected in a particular work (literary, philosophical, artistic, psychological) or in several works.
- You may research how courtly love, or Christian morality, impacted the exploration and presentation of love in a particular work, or how particular social or historical conditions (the rise of individualism, the World War, etc.) impacted the discourse of love in a particular work or period.

Topics might deal with religion:

- You may want to explore the emphasis on the concept of original sin and philosophy of marriage in Christianity;
- or focus on the way a love is conceptualized in a different culture or religion.

Topics might be philosophical:

- You may want to explore the concept of unity and love as presented in the work of a particular philosopher.

Topics may involve the scientific:

- You may want to explore how specific metaphors, images, or ways of thinking about love do, or do not, dovetail with currently available research on how love functions as a neurobiological or psychological phenomenon.

Citation

Proper use of MLA or Chicago citation in your research papers is an integral skill, and will be required; APA citation style is not acceptable for this class. We will discuss this topic in more detail during the semester.

Late Work

All assignments are due on the scheduled dates. As a general rule, late work will not be accepted; in unavoidable circumstances, such as illness, you have the responsibility to contact me as soon as possible to make arrangements for timely completion of assignments. I will not, however, accept work that is more than a week late.

Academic Integrity: I expect that any work you submit in this course will be your own and that you will cite any sources you have used. Failure to do so can be plagiarism, a serious academic offense that can result in your suspension or even expulsion from the college. I expect you to understand and abide by the College's Academic Integrity Policy and Procedures. If you have any questions about the policy, I encourage you to come and talk with me as soon as possible.

The Writing Center

I encourage you to make use of the **Writing Center**. The consultants can help you with different aspects of the writing process – from narrowing down a topic to working through drafts. You can work with peer reviewers on a walk-in basis or make an appointment with the Director of the Writing Center. For hours and more information, visit the Center on the main floor of Watzek Library, or check out their website:

http://college.lclark.edu/academics/support/writing_center/

GRADING FORMULA

Writing, including research project:	60%
Paper 1 3-4 p.	10%
Paper 2 3-4 p.	10%
Research proposal 1-2 p.	3%
Revised research proposal + annotated bibliography 6-7 p.	7%
Draft 1	5%
Draft 2	10%
Final Draft 10-12	15%
Midterm:	10 %
Graded minor oral presentation/discussion leading	5%
Graded major oral presentation	10%

Participation:	15%
Post-reading processing assignments	7%
Attendance in class and at mandatory office hours	3%
Self-evaluation questionnaires administered at regular intervals	5%

Students must complete ALL of the assigned work (i.e., every single assignment) in order to receive any credit for the course.

Evaluation

Guidelines for evaluating individual writing assignments will be posted on Moodle later.

The following scale will be used to determine your grades:

A	94-100	B+	88-89.9	C+	78-79.9	D+	68-69.9
A-	90-93.9	B	84-87.9	C	74-77.9	D	64-67.9
		B-	80-83.9	C-	70-73.9	F	0-63.9

An *A* represents outstanding work, a *B* is very good to excellent work, a *C* is satisfactory work, a *D* is given for poor work, and an *F* represents unacceptable work. If appropriate, improvement over the course of the semester may be taken into account when assigning final grades.

COURSE MECHANICS:

Moodle and e-mail contact: Our course's Moodle page will be central to what we do: it will host our shorter-than-book-length readings; handouts and other materials handed out in class, and notes on our class discussion. ****CHANGES TO THE SYLLABUS are **inevitable,**** and will be posted on Moodle. It will also be where you submit your papers for grading, sign up for required office hour meetings, complete pre-class assignments.

Because e-mail is the only way I can contact all of you at once, important class notices will be distributed via E-mail. Please make sure to check your @lclark.edu address at least once a day. You are responsible for any information that is announced in this fashion.

Attendance: Regular attendance at class sessions, at lectures, and at films designated in the syllabus is essential for successful completion of this course. Missing more than 3 class periods without medical or other justification will lower your attendance score by a grade (from A to A-, A- to B+, etc.). Additionally, absences may be excused (will not negatively influence your grade) in cases of religious observance, varsity sport participation, or family emergency, but you need to be proactive and let me know of the upcoming absence before it occurs (in cases of emergency, as soon as possible thereafter). Please contact the Student Support Services Office, which can assist you in the event of necessary prolonged absences.

Attendance at one additional campus-wide event (E & D colloquia, Gender Studies Symposium, poetry readings, other events of interest) **is a required part of the attendance grade**, and must be followed by submitting a short (250 word) response on Moodle.

Attendance during *Festival of Scholars* **does not** fulfill this requirement.

Please do not schedule travel for the day before the start of Spring Break or for the day after its end. Attendance during the final exam period is MANDATORY; do not schedule travel during that day.

Classroom Behavior:

Electronic devices in the Classroom:

On occasion, I may ask you to bring your laptops to class. Otherwise, I prefer that you use pen and paper for taking notes, rather than more advanced devices (which may also distract you). Exceptions can be made with documentation from Student Support Services. Please refrain from using your cell phones and similar devices during class time. If you are having an emergency that requires you to have your cell phone on, please tell me before class begins.

Other:

Learning Disabilities: If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office in the Albany Quadrangle (x7156). After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible.

Changing Class Sections/Withdrawing: Any requests to change E&D sections should be directed to the E&D Program Coordinator, Dawn Wilson (Miller 433, explore@lclark.edu); changes to course section will not be permitted after the third class session. Because it is a required course designed for first year students, withdrawal from E&D is not permitted (unless a student is withdrawing from all courses for the semester).

Campus Resources: Because you are new to the college and because of the nature of the course, please consider using some of the many helpful resources available to you on campus: Information Technology, Watzek Library, International Student Services, SAAB Tutoring, and (especially important) the Writing Center. To maximize your benefit from these resources, you need to plan ahead and to be active and professional when consulting them. When appropriate, tell me about how you are using these resources to advance your performance in the course. I may be able to enhance your use of the resource, and I am also happy to consider your work as part of your effort at course participation.

Term Planner for *Discourses on/of Love*

Week	Monday	Wednesday	Friday
1	MLK day	1/20 Introduction Class Canceled	1/22 Introduction
2	1/25 William R. Jankowiak and Edward F. Fischer, "A cross-cultural perspective on Romantic Love"	1/27 Robert Sternberg, "A Triangular Theory of Love"	1/29 Robert Sternberg, "A Triangular Theory of Love"
3	2/1 Denis de Rougemont, <i>Love in the Western World</i> (excerpts)	2/3 Robin Dunbar, <i>The Science of Love</i> , pp. 31-54; 114-132. <i>Paper # 1 assigned</i> Discussion leader 1: Joey	2/5 Helen Fisher, <i>Why We Love</i> (excerpts) **1 page preliminary proposal due** (online) Discussion leader 2: Zach
4	2/8 <u>Paper # 1 due</u> Library day # 1	2/10 Plato, <i>The Symposium</i> Discussion leader 3: Joseph	2/12 Plato, <i>The Symposium</i>
5**	2/15 The Bible, excerpts Discussion leader 4: Sami	2/17 Other religious texts, excerpts Discussion leader 5: Morgan <i>Paper # 2 assigned</i>	2/19 Cappellanus, <i>On Love</i> (excerpts) Discussion leader 6: Brett
6	2/22 <i>The Letters of Abelard and Heloise</i> (excerpts) Discussion leader 7: Ty	2/24 <u>Paper # 2</u> Library day # 2	2/26 <i>Pillow Book</i> (excerpts) Discussion leader 8: Macy
7	2/29 <i>Pillow Book</i> (excerpts)	3/2 <i>Layla and Majnun</i> Discussion leader 9: Marissa	3/4 <i>Layla and Majnun</i> <u>Paper proposal due, draft 1, 2-3 pages</u>
8	3/7 <i>Tristan and Isolde</i> Discussion leader 10: Lulu	3/9 <i>Tristan and Isolde</i>	3/11 <i>Tristan and Isolde</i>
9	3/14 <u>Annotated Bibliography + Paper proposal, draft 2 (5-6 pages total)</u>	3/16 Midterm review	3/18 Midterm
SPRING BREAK			
10**	3/28 Anton Chekhov, "Lady with a Lapdog" Discussion leader 11: Ali	3/30 Vladimir Nabokov, "Spring in Fialta" Discussion leader 12: Lejla	4/1 short story, TBA Discussion leader 13: Kaz
11	4/4 Love poems (selections) Discussion leader 14: Alaina Discussion leader 15: Rachel	4/6 Love poems (selections) Discussion leader 16: Kassie Discussion leader 17: Jasmine	4/8 <u>research paper 1/2 draft due</u> In class: peer review
12	4/11 Annie Proulx, "Brokeback Mountain" Discussion leader 18: Silas <u>Movie showing: Brokeback Mountain</u>	4/13 Brokeback Mountain movie, vs. short story: Discussion leader 19: Emma	4/15 FESTIVAL OF KNOWLEDGE
13	4/18 In class: peer review <u>research paper full draft due</u>	4/20 Student presentations	4/22 Student presentations
14	4/25 Student presentations	4/27 Student presentations	4/29 READING DAY
15	FINAL EXAM: May 2, 1-4 pm 3 hrs: Student presentations		

Final Paper final draft due at 11:55 pm.
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Term Planner for *Discourses on/of Love*

Write in your short presentation date and subject below. Remember that you have to prepare the materials for it at least 1 day in advance, and meet with me ahead of time.

Week	Monday	Wednesday	Friday
1	MLK day	1/20 Introduction	1/22
2	1/25	1/27	1/29 <i>Paper # 1 assigned</i>
3	2/1 **1 page preliminary proposal due** (online)	2/3	2/5
4	2/8 Paper # 1 due Library day # 1	2/10	2/12
5**	2/15	2/17 <i>Paper # 2 assigned</i>	2/19
6	2/22	2/24 Paper # 2 Library day # 2	2/26
7	2/29	3/2	3/4 Paper proposal due, draft 1, 1-2 pages
8	3/7	3/9	3/11
9	3/14 Annotated Bibliography + Paper proposal, draft 2 (5-6 pages total)	3/16 Midterm review	3/18 Midterm
SPRING BREAK			
10**	3/28	3/30	4/1
11	4/4	4/6	4/8 research paper ½ draft due In class: peer review
12	4/11	4/13	4/15 FESTIVAL OF KNOWLEDGE report due online by 6 pm
13	4/18 In class: peer review research paper full draft due	4/20 Student presentations	4/22 Student presentations
14	4/25 Student presentations	4/27 Student presentations	4/29 READING DAY
15	INSTEAD OF A FINAL EXAM: May 2, 1-4 pm: Student presentations Final Paper final draft due at 11:55 pm.		

	Reading	Date	Leader:
1	Abelard & Heloise, excerpts	Feb 22	
2	<i>The Romance of Tristan</i>	Mar 7	
3	<i>The Bible</i>	Feb 15	
4	Cappellanus, Andreas. <i>On Love</i> (excerpts)	Feb 19	

5	Chekhov, Anton. "Lady with a Lapdog"	Mar 28	
6	Dunbar, Robin. <i>The Science of Love</i>	Feb 3	
7	Other religious texts	Feb 17	
8	Helen Fisher, <i>Why We Love</i>	Feb 5	
9	Nabokov, Vladimir. "Spring in Fialta"	March 30	
10	Nizami. <i>The Story of Layla & Majnun</i>	March 2	
11	Plato. <i>Symposium</i>	February 10	
12	Proulx, Annie. "Brokeback Mountain"	April 11	
13	Brokeback Mountain (the movie)	April 13	
14	Shonagon, Sei. <i>The Pillow Book</i> .	February 26	
15	Poems day 1	April 4th	
16	Poems day 1	April 4th	
17	Poems day 2	April 6th	
18	Poems day 2	April 6th	
19	Short story 3	April 1st	

List of student research papers from last year's related but different course.

- The Lizard King: Love and Substance Addiction in the life of James Morrison
- Beauty Portrayals in Mass Media in the US
- "I Like the Way It Hurts": Media's Normalization of Abusive Relationships
- Unrequited Love: Insights from Neuroscience
- Eliza Doolittle and Her Relationship with Love
- Virtual Stories, Real Problems: Gaming, Gender, Representation, and Love
- Romance in Video Games
- Incest and Pedophilia: *Game of Thrones, Lolita, and Modern Media vs. Historical Representations*
- Hidden Love Stories: A Closer Look at *Romeo & Juliet* and *Much Ado About Nothing*
- Self-Presentation in Online Dating
- Gender and Power and the Role of Women in Victorian Literature
- Polygamous Wives: Love or Religion?
- Don't You Dare Be Late: Agent Carter and the Female-Centric Love Story
- Understanding Monogamous Romantic Love
- Homosexual Relations: Hellenistic to Modern Religious Changes
- A World in Love: Interpretations of Romantic Love in the US and China
- Portrayal of Love in the movie *Valentin* and Childhood Development Research
- Gender Roles and Stereotypes in Disney's Animated Films
- Undying Passion: Analyzing the Cyclical Structure of Romantic Fairy Tales