

9-2002

LS 151L.80: Introduction to the Humanities

Michael M. Kreisberg
University of Montana - Missoula

Follow this and additional works at: <http://scholarworks.umt.edu/syllabi>

Recommended Citation

Kreisberg, Michael M., "LS 151L.80: Introduction to the Humanities" (2002). *Syllabi*. Paper 3225.
<http://scholarworks.umt.edu/syllabi/3225>

This Syllabus is brought to you for free and open access by the Course Syllabi at ScholarWorks. It has been accepted for inclusion in Syllabi by an authorized administrator of ScholarWorks. For more information, please contact scholarworks@mail.lib.umt.edu.

Liberal Studies 151L.80: Intro to the Humanities
Fall 2002
Sec. 80 GBB 202 , 9:40-11

Michael Kreisberg
Office: 724 Eddy (basement, #8)
Hours: T/Th: 9-9:30; T: 11-12; & by app't
Tel: (w) 243-2685; (h) 728-0713

I. Texts:

New Oxford Annotated Bible (NRSV)
The Odyssey (Fitzgerald)
Sappho (Barnard)
The Book of Job (Mitchell)

The Oedipus Cycle—Sophocles
Three Plays of Euripides (Roche)
Five Dialogues of Plato (Grube)
Confessions of St. Augustine (Warner)

II. Reading / Plenary Lecture Assignments*:

9/3 Foundations / Introductions
9/5 Genesis 1-11
Lecture: *Intro to Course/ Genesis*,
Prof. Dietrich (LS)
9/10 Genesis 12-22
9/12 Genesis 13-36 (Jakov) {Journals due}
Lecture: *Law & the Prophets*, Rev. Larson
9/17 Genesis 37-50 (Yosef)
9/19 Exodus 1-20, 24, 32-34; Deut. 5, 8, 28-30, 34
Lecture: *Job & Wisdom*, Prof. Scott (FLL)
9/24 Jonah & Amos
9/26 Hosea {Journals due}
Lecture: *Intro to Greek Civilization.*,
Prof. Ausland (FLL)
10/1 The Odyssey, Bks I-IV {Papers}
10/3 The Odyssey, Bks V-VIII
Lecture: *Hero & Antihero in Homer*,
Prof. Justman (Eng.)
10/8 The Odyssey, Bks IX-XII
10/10 The Odyssey, Bks XIII-XVIII {Journals}
Lecture: *Greek Lyric*, Prof. Gillison (FLL)
10/15 The Odyssey, Bks XIX-XXIV
10/17 Sappho & Archilochus (handout)
Lecture: *Greek Drama*,
Prof. Quartarone (FLL)
10/22 Job
10/24 Job {Journals due}
Lecture: *Plato & Greek Philosophy*,
Prof. Ausland

10/29 Oedipus
10/31 Oedipus {Papers}
Lecture: *Ancient Theology & Science*,
Prof. Quartarone
11/5 Election Day--no class
11/7 Medea {Journals due}
Lecture: *Roman History Overview*,
Prof. Gillison
11/12 Medea
11/14 Euthyphro (Plato)
Lecture: *The Gospels*, Prof. Lee (LS)
11/19 Apology & Crito
11/21 Romans {Journals due}
Lecture: *The Letters of Paul*,
Prof. Bigley (Eng.)
11/26 Mark {Revised papers}
Thanksgiving Vacation
12/3 Mark
12/5 Mathew 5-7; Luke 15 {Journals}
Lecture: *Augustine's Confessions*,
Prof. Dietrich
12/11 The Confessions
12/12 The Confessions (Re-revised papers?)
Lecture: *Roman & Early Christian Art*,
Prof. Mudd (Art History)

FINALS WEEK Schedule:

*** We meet Monday, Dec. 16, 10:10-12:10

* Plenary Lectures: Thursdays ULH (11:10-12), repeated SS 352 (7:10-8:00). See reverse re: audiotapes.

---Drop/Add Deadlines: by Cyberbear (9/23); no \$\$\$ back (10/14)---

III. Writing Assignments: Journals and Papers

Journals: To be submitted every two weeks after the initial week (see dates above and discussion below).

As explained in class, each of you will keep a journal of your ideas about and responses to the weekly readings, discussions and lectures. (Note: we will be figuring out the 'lecture problem' as we move through the course). There are to be at least three entries per week of a length determined by you (and your subject), **BUT** they are expected to be serious, thoughtful, original and of substance. You are not to summarize but rather to explore a specific issue or idea raised by the text/lecture/discussion. Grammar is not a worry here: Use your journal as a tool for pondering your responses to and understanding of what you read, what we talk about in class, and what is said in lecture. These journals should provide you with a *substantial* running commentary on your questions, frustrations, discoveries and imaginings during the semester. You are expected to stay current with readings and lectures and not wait for the 'correct' interpretation. *Please date entries and keep journals until the semester is over.* One of the three weekly entries must be a *response* ---note, not a reaction--- to a particular aspect of the week's General Lecture if it connects with our current reading. (Otherwise, it should be another response to the text.) 'Experiential' ponderings--rooted in text and life--are, of course, a legitimate part of journaling.

I will collect journal entries every other Thursday and return them promptly, *so they should be on pages you can tear out of a pad or unhook from a binder and staple or clip together.* This will allow you to continue making entries even while I read what you have already written. Primarily this journal is to serve you ---I am the eavesdropper, the friendly and hopefully helpful reader. Note, however, that these are *academic* journals (not diaries) and they account for a major part of your grade; so I expect thoughtful and attentive work to be done in them. *As reader, I need to see in every entry concrete language and examples from texts and lectures.* The objective is to get you to pay stricter attention to the interconnected process of reading/thinking/writing ---and, of course to get you to feel more at ease speaking up in class discussions. You should use your journals both to pose and (begin to) answer the questions you are expected to bring to each class. Thinking about the material and developing those thoughts in your journal should make participating in class discussions both more productive and fun. **Keep your Journals. I will collect your entire semester's work on 12/12.**

Papers: A short (3-to-4 pp.) paper on the Bible due 10/1; a short (3-to-4 pp.) paper on a Greek text due 10/31; and a thoughtful (4-to-5 pp.) revision/expansion of one of these due 12/12 (see reminders above and discussion below). Topics to be discussed.

There will be three (3) scheduled papers (see above), the third a revision of an earlier paper which includes later material in the course. This process and possible topics will be discussed as we move through the material, and it may be useful for you to suggest topics as they occur to you or to explore such topics in your journals. I expect you to write thoughtful, well-argued and well-organized papers with all sources briefly but clearly identified. Be sure to choose your topics wisely and to pay serious attention to grammar, organization, etc. The *Writing Lab* in the LA Bldg. is an excellent resource. (Web sources, if used, are to be printed out on hard copy as well as cited.)

Papers are to be typed, double-spaced, lengths specified above, and all sources clearly identified. Always use specific language and details from the texts; avoid overgeneralizations and abstractions. The trick on short papers is to *focus*. The revision involves taking my comments and suggestions and (assuming you find them helpful) incorporating your responses in a serious and imaginative reworking/rethinking of your essay. This revision will normally be longer than the original and hopefully involve new discoveries and deeper connections.

**I am always available to discuss any assignment, issue or problem. Just let me know;
You have my numbers. After class is generally an excellent time to discuss anything.**

IV. Ethical Contract

Everyone is expected to attend *all* class discussions and plenary lectures (audiotapes are at IMS by late Thursday afternoon), stay current with reading assignments, get journals and papers in on time, and come to class prepared to participate in discussions. Grades will be based on written work and contributions to discussions. More than two absences or excessive tardiness may significantly lower your grade AND lead to additional assignments.

Choosing to remain in this class constitutes agreement with this contract.

You already know enough. So do I. It is not knowledge we lack. What is missing is the courage to understand what we know and to draw conclusions—Sven Lundqvist