LS 152L.04: Introduction to the Humanities

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University of Montana, Missoula

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LS 152
Introduction to the Humanities
MWF 12:10-1:00 or 2:10-3:00
Plenary Lecture R 11:10-12:00 ULH
and 7:10-8:00 SS352

Dr. Elizabeth Hubble
Office: LA 159
Office Hours: MWF 1:00-2:00, or by app’t
Phone: 243-5314
e-mail: elizabeth.hubble@umontana.edu

Texts:
Dante, The Portable Dante (Penguin: Musa Translation)
More, Utopia (Penguin)
Descartes, Discourse on Method (Library of Liberal Arts)
Shakespeare, Hamlet (Signet)
Voltaire, Candide (Penguin)
Blake, Blake’s Selected Poems (Dover Thrift Edition)
Wordsworth, Favorite Poems (Dover Thrift Edition)
Dostoevsky, The Idiot
Readings on ERES (Electronic Reserve) and Traditional Reserve at Mansfield Library

Course Description: LS 152 is an introduction to the Western Humanities through an investigation of selected texts from the late medieval to the modern period. In this course, we will explore the formation of Western Culture while developing critical approaches for analyzing literature. The objective of the course is to give you an understanding and critical appreciation of the texts through class discussion and written assignments. This objective will be judged by your ability to determine and analyze important issues and themes in these texts and, when appropriate, to explore significant similarities and differences.

Classroom Etiquette: No food will be allowed in class. Students should arrive on time. All cell phones must be turned off. Students may use laptop computers to take notes. Students should not access the internet while in class.

Attendance: This is a discussion course and attendance is required. After two absences, your grade will be lowered one notch for each absence (A to A-). An excess of 8 absences can result in an F in the course. A failure to prepare and participate may also be grounds for being counted absent. Tardiness will not be tolerated. Three tardies will equal one absence. There will be NO make-up exams or late submission of homework for unexcused absences. If you are sick or have some other emergency, please contact me. Failure to attend the first two classes will result in the student being dropped.

Methods: The Monday, Wednesday, Friday class is not a lecture course. It is a reading, discussion, and writing course. I will present certain biographical, historical and cultural
information to provide you with a context for your readings, discussions, and writings. I will propose my own interpretations of the texts we read, but you are not expected to accept these interpretations blindly. Each reader brings his or her own experiences to a literary text. If you disagree with my reading of a text, you should feel free to say so. Your active participation is essential and counts as part of your grade.

You will hear many different opinions and ideas during this course, some of which you may disagree with. I expect each student to respect the opinions and beliefs of his or her classmates and for the level of discourse in class to remain civil and academic.

Readings: In addition to the books you must buy, there are also a number of required readings on reserve at the library. To access the ERES readings: Go to http://eres.lib.umt.edu/. Click on Electronic Reserves and Course Materials. Under Instructor, find and select “Hubble, Elizabeth.” Click on the course name and section (LS 152.03 or 152.04). Enter the password “hubble”. The readings are in PDF format. Additional readings may be added. If you don’t like using ERES, there will be hard copies of all the readings on Reserve in the library where you can read them or make copies.

Plenary Lecture: The fourth credit of this class is the Thursday Plenary Lecture. Attendance at one of the two lecture times is mandatory. Not only will information from the plenary lectures be included on quizzes and exams, but you will be expected to incorporate information from the lectures into your response papers.

Plenary Lecture Dates and Topics:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Speaker</th>
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<tbody>
<tr>
<td>1/26</td>
<td>Introduction/Medieval Art &amp; Culture</td>
<td>Dietrich</td>
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<tr>
<td>2/2</td>
<td>Dante and His Times</td>
<td>Drake</td>
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<tr>
<td>2/9</td>
<td>Italian Renaissance Art</td>
<td>Chacon</td>
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<tr>
<td>2/16</td>
<td>Renaissance Humanism</td>
<td>Dietrich</td>
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<tr>
<td>2/23</td>
<td>Luther and the Reformation</td>
<td>Farr</td>
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<tr>
<td>3/2</td>
<td>Shakespeare and <em>Hamlet</em></td>
<td>Hunt</td>
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<tr>
<td>3/9</td>
<td>Descartes and Modern Philosophy</td>
<td>Sherman</td>
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<td>3/16</td>
<td>The Art of the Baroque</td>
<td>Hedquist</td>
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<td>3/23</td>
<td>Bach, Beethoven &amp; the Boys</td>
<td>Glass</td>
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<td>4/6</td>
<td>The Enlightenment</td>
<td>Borgmann</td>
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<td>4/13</td>
<td>Romanticism</td>
<td>Vanita</td>
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<td>4/20</td>
<td>The Russian Novel</td>
<td>Justman</td>
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<tr>
<td>4/27</td>
<td>Modern Political Thought</td>
<td>Drake</td>
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Grading:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Preparation and Participation (inc. quizzes)</td>
<td>20%</td>
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<tr>
<td>Major Essay</td>
<td>20%</td>
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<tr>
<td>Response Paper</td>
<td>20%</td>
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<tr>
<td>Midterm Exam</td>
<td>15%</td>
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<tr>
<td>Final Exam</td>
<td>25%</td>
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Grading Scale:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>93-100%</td>
<td>A</td>
</tr>
<tr>
<td>90-92%</td>
<td>A-</td>
</tr>
<tr>
<td>87-89%</td>
<td>B+</td>
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<tr>
<td>83-86%</td>
<td>B</td>
</tr>
<tr>
<td>80-82%</td>
<td>B-</td>
</tr>
<tr>
<td>77-79%</td>
<td>C+</td>
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<tr>
<td>73-76%</td>
<td>C</td>
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<tr>
<td>70-72%</td>
<td>C-</td>
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<tr>
<td>67-69%</td>
<td>D+</td>
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<tr>
<td>63-66%</td>
<td>D</td>
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<tr>
<td>60-62%</td>
<td>D-</td>
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<tr>
<td>59% and below</td>
<td>F</td>
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**Preparation and Participation:** Coming to class prepared, i.e. having read all material, attended the plenary lecture and ready to participate in discussions, is essential and counts for a large percentage of your final grade. Participation does not merely mean responding when called upon but showing a willingness to raise your hand and enter discussions. Classroom work will include both general discussions and small group discussions. Quizzes may be given at the beginning of class as necessary. I will provide you with an ongoing participation grade when I return your response papers.

**Major Essay:** You will write one 5-6 page essay this semester in which you consider a theme, key term, or other topic from the texts we read in this course. Essays must conform to the basic standards of proper composition. They should be typed, double-spaced with 12-point font, 1-inch margins. Essays must be carefully organized with proper paragraphing, correct sentence structure, and appropriate punctuation. You will be graded not just on content but also on organization, rhetorical skills, strength of argument including supporting evidence, and adherence to the convention of standard, written English.

I will provide you with a handout with tips on writing compositions. Essay topics will be distributed one month before the essay is due.

You may wish to visit the following website for information about formatting your essay: http://owl.english.purdue.edu/handouts/print/research/r_mla.html

An essay is not an occasion to show how well you can quote, paraphrase or summarize an author, but how well you can think as an explorer of the work and ideas of your author. Any utilization of the words or work of others (including ideas) in an essay, oral presentation, or exam must be given full reference credit. Failure to do so constitutes plagiarism. If you have questions about proper citation and/or plagiarism, please see me.
Response Papers: In addition to the formal essay you will write this semester, you will also be expected to submit 10 responses to the reading and plenary lectures. Each Monday you will be required to submit a 2-page, typed response to the previous week’s plenary lecture and related reading. Because this is a discussion course, you should spend a considerable amount of time reflecting on the readings and lectures. Writing down and organizing your thoughts is an effective way to prepare for class. The response paper is intended to help you better understand the reading and its relation to the plenary lectures. Your response papers should not be a summary of the texts and lectures, but should record reflections on them. For example, you may choose a short citation or discrete part of the lecture and write a reaction to it. You may also compare and contrast passages from different works and lectures that have similar themes. You may pose questions about particularly provocative or difficult readings. There is no right way to write your response papers. The sole requirement is that your response papers show internal organization and indicate that you have spent time thinking about the readings. I will collect your response papers every Monday (exceptions: 2/20, 3/13, and 5/1).

Exams: You will take two exams this semester. The exams will consist of short essays on the material studied. The final exam will cover themes studied during the whole semester but will concentrate on the readings and lectures since the mid-term.
January 23  Introduction to Course
January 25  Dante, *Inferno*, Cantos I-VI
January 27  Dante, *Inferno*, Cantos X-XIX
January 30  Dante, *Inferno*, Cantos XXI-XXII, XXXII-XXXIV  First Response Due
February 1  Dante, *Purgatoria*, Cantos I-II, IX-X, XXVII, XXX-XXXIII
February 3  Dante, *Paradiso*, Cantos I, III, VII, XXIX-XXXIII
February 6  Christine de Pizan, ERES #1
February 8  Pico, “On the Dignity of Man,” ERES #2
February 10  Erasmus, ERES #3
February 13  More, *Utopia*, Book 1
February 20  Vacation No Response Due
February 22  Rabelais, ERES TBA
February 24  Martin Luther, “Freedom of a Christian,” ERES #4
March 3  Shakespeare, *Hamlet*, Acts 1 & 2
March 6  Shakespeare, *Hamlet*, Acts 3 & 4
March 8  Shakespeare, *Hamlet*, Act 5
March 10  Descartes, *Discourse on Method*, Parts 1 & 2
March 13  Descartes, *Discourse on Method*, Parts 3 & 4  Major Essay Due/No Response
March 15  Descartes, *Discourse on Method*, Parts 5 & 6
March 17  Mme de la Fayette, ERES #6, pp 23-41
March 20  Mme de la Fayette, ERES #6, pp 41-61
March 22  Alexander Pope and Jonathan Swift, ERES #7a and #7b
March 24  Midterm Exam
March 27-March 31  Spring Break
April 3  Kant, “What is Enlightenment,” ERES #8
April 5  Wollstonecraft, “Vindication of the Rights of Women,” ERES #9
April 7  Voltaire, *Candide*, Chapters 1-10
April 10  Voltaire, *Candide*, Chapters 11-20
April 12  Voltaire, *Candide*, Chapters 21-30
April 14  Early American Writings, ERES #10a and #10b
April 17  Sojourner Truth, “Ain’t I a Woman?” ERES #11
April 19  Romantic Poets: Blake
April 21  Romantic Poets: Wordsworth (Book and ERES TBA)
April 24  Dostoevsky, *The Idiot*, Part 1  Last Response Paper Due
April 26  Dostoevsky, *The Idiot*, Part 2
April 28  Dostoevsky, *The Idiot*, Part 3
May 1    Dostoevsky, *The Idiot*, Part 4
May 3    Marx, ERES #12a, #12b, #12c; Arendt ERES #13
May 5    Review

May 8    Final Exam 10:10-12:10 (For section meeting MWF 12:10-1)