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LS 151L.05: Introduction to the Humanities

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INTRODUCTION TO THE HUMANITIES
Liberal Studies 151 – 05, Fall, 2008
Tu-Th 3:40-5:00 p.m.
GBB L11
CRN: 72501

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LA 152, ext. 6844
Office Hours: Tu-Th 9:30 – 11:00 p.m.;
Wed 1:30 – 2:30, and by appointment
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COURSE STRUCTURE AND OBJECTIVES

This is designed to introduce the student to the study of the humanities as an important component of a liberal arts education through a focus on selective classical and biblical texts that have shaped Western civilization. We will explore the formation and transformation of major components of Western worldviews and themes, and reflect on how they have shaped and influenced society and culture today. The emphases of the course are engaging in close readings of the primary texts, discussing and writing about those texts.

A classic is a book that has never finished saying what it has to say. A classic is something that tends to relegate the concerns of the moment to the status of background noise, but at the same time this background noise is something we cannot do without. (Conversely) A classic is something that persists as a background noise even when the most incompatible momentary concerns are in control of the situation.
—Italo Calvino

“Classics are certain texts, events, images, rituals, symbols and persons (in which we acknowledge) a disclosure of a reality we cannot but name truth... some disclosures of reality in a moment of ‘recognition’ which surprises, provokes, challenges, shocks, and eventually transforms us; an experience that upsets conventional opinions and expands the sense of the possible; indeed a realized experience of that which is essential, that which endures – the presence of classics in every culture is undeniable. Their memory haunts us. Their actual effects in our lives endure and await ever new appropriations, constantly new interpretations.

—David Tracy

REQUIRED TEXTS

The New Oxford Annotated Bible, third edition, New Revised Standard Version
Homer, *The Odyssey* (trans. Fagles; Penguin edition.)
Sophocles, *Sophocles I / Three Tragedies*, second edition (trans. Grene; Univ. Chicago press)
Euripides, *Three Plays of Euripides* (trans. Roche; Norton publ.)
Plato, *Five Dialogues* (trans. Grube; Hackett press)
St. Augustine, *The Confessions* (trans. Boulding; Vintage press)

REQUIREMENTS (detailed descriptions below)

- Regular class attendance and participation that demonstrates a grasp of the reading assignments
- Mandatory attendance at plenary lectures (Thursday, 11:10 – Noon, in ULH (Urey Lecture Hall))
- One critical response paper, responding to the readings
- One longer essay on a theme from the texts with an option to revise
- In-class evaluations and/or short papers
- Written mid-term and final exams

ASSIGNMENTS AND CLASSES

<u>Date</u>	<u>Topic</u>	<u>Assigned Reading</u>
	Introduction	
8/26	Introduction	None
	I. The Hebrew Bible	
8/28	The Hebrew Bible: Primeval History	<i>Genesis</i> : Introduction (pp. 3-10), Ch. 1-4, 6-9, 11
8/28	Lecture 1: <i>Introduction to the Humanities</i> Stewart Justman, Liberal Studies	
9/2	Abraham and Sarah: Beginning the Covenant	<i>Genesis</i> 11:27- ch 13, chs 15-22
9/4	Law (Torah) and Covenant: Moses	<i>Exodus</i> : Introduction (pp. 82-84), Ch. 1-4, 7-8, 11-12, 15-16
9/4	Lecture 2: <i>The Bible in the University; Intro to the Pentateuch</i> Nathaniel Levtow, Liberal Studies	
9/9	Law (Torah) and Covenant: Moses (cont.)	<i>Exodus</i> : Ch. 19-20, 24, 32 – 34
9/11	The Prophets: Amos and God's Judgment	<i>Amos</i> : Introduction (pp. 969-973, 1302-03), Ch. 1-9
9/11	Lecture 3: <i>Prophets and Prophecy</i> Nathaniel Levtow, Liberal Studies	
9/16	Job: God's Wager and Meaning in Suffering?	<i>Job</i> : Introduction (726-27), Ch. 1-21
9/18	Job's Friends: Reasons for Suffering? The Trial: Job Confronts God	<i>Job</i> Ch. 22-27 (skim), 29-31, 38-42
9/18	Lecture 4: <i>Wisdom</i> Mark Hanson, Liberal Studies	
	II. Homer: <i>The Odyssey</i>	
9/23	Homer: <i>The Odyssey</i>	Books 1-5 (pp. 77-167)
9/25	<i>The Odyssey</i> Critical Response Essay Due	Books 6-12 (pp. 168-285)

9/25	Lecture 5: Introduction to Greek Civilization Matthew Semanoff, Modern and Classical Languages and Literature	
9/30	<i>The Odyssey</i>	Books 13-18 (pp. 286-389)
10/2	<i>The Odyssey</i>	Books 19-24 (pp. 390-485)
10/2	Lecture 6: Hero and Anti-Hero in Homer Stewart Justman, Liberal Studies	
10/7	Mid-term Exam	
III. The Later Greek Writers		
10/9	Sophocles: <i>Oedipus the King</i> I	Grene and Lattimore: 11-49
10/9	Lecture 7: Sappho Ruth Vanita, Liberal Studies	
10/14	Sophocles: <i>Oedipus the King</i> II	Grene and Lattimore: 49-76
10/16	Sophocles: <i>Antigone</i>	Grene and Lattimore: 161-212
10/16	Lecture 8: The Broken Urn: Greek Tragedy Stewart Justman, Liberal Studies	
10/21	Euripides: <i>The Bacchae</i> I	Roche: 78-96
10/23	Euripides: <i>The Bacchae</i> II	Roche: 97-126
10/23	Lecture 9: Plato and Greek Philosophy Richard Walton, Philosophy	
IV. Greek Philosophy: Plato's Dialogues		
10/28	Plato: <i>Euthyphro</i>	Grube: Intro ix-x, 1-20
10/30	Plato: <i>Apology</i>	Grube: 21-44
10/30	Lecture 10: The New Testament Background Nathaniel Levtow, Liberal Studies	
11/4	No Class: Election Day	

V. The Christian New Testament

11/6	Introduction to the New Testament: Gospels	Matthew 1-4; Mark 1; Luke 1-4:13; John 1-2; plus <i>Introduction</i> to each Gospel
	Longer Essay Due	
11/6	Lecture 11: <i>The Gospels</i> Tom Lee, Liberal Studies	
11/11	Jesus' Ministry in Galilee	Luke 4:14 – 9:50
11/13	Jesus on the Road to Jerusalem	Luke 9:51 – Ch. 18
11/13	Lecture 12: <i>The Letters of Paul (Romans)</i> Mark Hanson, Liberal Studies	
11/18	Jesus in Jerusalem: Death and Resurrection	Luke 19-24, Acts 1-2
11/20	Paul: Justification by Faith	Acts 9:1-31, Romans 1-8 1 Corinthians 12-14
11/20	Lecture 13: <i>Augustine's Confessions</i> Paul Dietrich, English	

VI. Christian Autobiography and Reflection: Augustine

11/25	Augustine: <i>The Confessions</i>	Preface (xiii-xxvi), Books 1-2, 3: chs. 1-7
11/27	Thanksgiving Holiday	
12/2	Augustine: <i>The Confessions</i>	Bk 4, all; 5, ch. 10, 13-14; Bk 6, chs. 4-6, 8, 15; Bk 7: 1-5, 9, 12-13, 17, 21
12/4	Augustine: <i>The Confessions</i> and Wrap-up	Bk 8, chs. 5, 11-12; Bk 9, chs. 1, 12 Bk 10: 1-8, 17, 24-31, 35, 40, 43
12/4	Lecture 14: Roman and Early Christian Art Paul Dietrich, Liberal Studies Longer Essay Revision Due (optional)	

Final Exam: Monday, December 8, 3:20 – 5:20

ASSIGNMENTS AND GRADING CRITERIA

One short critical response essay: 10 percent (50 pts.)

Longer essay plus revision: 20 percent (100 pts.)

Midterm exam: 20 percent (100 pts.)

Final exam: 25 percent (125 pts.)

Other in-class or written evaluations: 10 percent (50 pts.)

Participation: 15 percent (75 pts.)

1. One Critical Response Essay: This three-page essay is a critical response to a selection from the readings. After reading the text, write (1) three to four paragraphs that summarize and explain the main points of the reading and (2) three to four paragraphs giving your thoughtful response and discussion of the reading. The main objective is for you to identify and wrestle with a tough question or theme that the reading raises for you and attempt to offer your perspective on that issue. I will distribute a grade criteria sheet in class prior to the due dates. Papers should be typed, double-spaced, with one to one-and-one-half-inch margins. Use page numbers, and give references to page numbers from the primary text and full citations to all outside sources. Print on both sides of the page if possible. E-mailed papers are generally not accepted except by permission of the instructor.

2. Longer Essay: This six-page essay is an opportunity for you to consider a theme, key term, or other consideration(s) from the texts we read up to the due date for the paper. Use the text to support a well-constructed argument for the theme. We will discuss paper topics in class prior to the due date. You also will have the option to revise and resubmit this essay. Essays penalized for being late will have to include significant revisions to be resubmitted.

3. Exams: There will be a mid-term and a final exam covering content and understanding of the material covered to that point. The final will not be comprehensive, but I may ask you to integrate your learning by discussing themes from across the semester. I will hand out a study guide prior to each exam. You must write your exams during the designated exam periods. Failure to do so without instructor's permission will result in a failing grade for the exam.

4. Other Evaluations: I will occasionally ask you to prepare a brief response or take a short quiz on the readings or plenary lectures for the week.

5. Attendance and Participation: Regular attendance and participation in the class is expected and central to learning. More than three (3) absences will result in losing any benefit of the doubt on your final grade. More than five (5) absences will result in one grade level reduction (e.g., A to A-). More than seven (7) absences will result in a full grade level reduction (e.g., A to B), and ten (10) or more absences will result in a failing course grade (F). Late arrivals in class may count as an absence. (Note: If you have a valid reason for missing several classes, such as illness, disability or other conflicting commitments, you still must speak with the instructor. Documentation may be required.) Lack of regular, active participation will also result in a grade level reduction.

Academic Dishonesty and Plagiarism: All work submitted is expected to be the student's own. Any acts of plagiarism or academic dishonesty will result in automatic failure of the course, and

may result in further academic punishment. If you have any doubts about definitions of plagiarism or academic dishonesty, please review the relevant sections of the University Catalog.

Grades given reflect the following criteria of judgment:

- F: Failure to meet minimum requirements
- D: Unsatisfactory, but some effort to meet minimum requirements
- C: Satisfactory; meet minimum requirements of assignment but not much more
- B: Good to Very Good: thoughtful reflection, good analysis, clear writing style
- A: Excellent depth of critical analysis, thoughtfulness of reflection, and writing style; demonstrate creativity and mature analytical skills in going beyond the primary requirements of the assignment

Note: Grades will be recorded using pluses and minuses.

P/NP Grade option: A minimum grade average of C- (70) is required for a P grade in the P/NP Grade option.

ERES: To access any readings on electronic reserve:

- a. Go into <http://eres.lib.umt.edu/>
- b. Click on Electronic Reserves and Course Materials
- c. Under Instructor, find and select Hanson, Mark
- d. Click on the course name: LS 151.
- e. Enter the password, "humanities"