**I. General Education Review - Writing Course**

<table>
<thead>
<tr>
<th>Dept/Program Subject</th>
<th>Liberal Studies</th>
<th>Course # (i.e. ENEX 200)</th>
<th>151/152</th>
</tr>
</thead>
</table>

**II. Endorsement/ Approvals**

Complete the form and obtain signatures before submitting to Faculty Senate Office.

<table>
<thead>
<tr>
<th>Please type / print name</th>
<th>Signature</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Instructor</td>
<td><em>Stewart_Justman</em></td>
<td></td>
</tr>
<tr>
<td>Phone / Email</td>
<td>5793/stewart.justman@umontana.edu</td>
<td></td>
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<tr>
<td>Program Chair</td>
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**III Overview of the Course Purpose/ Description:** Provides an introduction to the subject matter and explains course content and learning goals.
LS 151/152 introduce students to major literary and sacred texts of the Western tradition, with 151 covering largely the Bible (both Hebrew Bible and New Testament) and the Greeks, and 152 selected masterworks from Dante to Dostoevsky and Tolstoy. LS 151 is not a prerequisite for 152. These courses share, and in fact epitomize, the goal of the LS Program itself, which is to foster critical understanding and appreciation of the texts and traditions that contribute to our common inheritance. Because as many as seven or eight sections of 151 and 152 are typically offered, there are many instructors at any one time, and their syllabi are not identical in every particular. Every instructor of 151/152 possesses and responsibly exercises academic freedom. Nevertheless, in every case 151 and 152 are writing-centered courses, meaning that they are predicated on the principle that critical understanding cannot be achieved and true appreciation cannot be demonstrated without being framed in writing. In token of the importance it places on writing, LS has prepared an explicit, detailed set of writing standards (attached).

Learning Goal: To acquire and demonstrate a critical understanding and appreciation of the Western humanistic tradition.

All courses offered by the LS program centrally involve writing, an incomparably sensitive measure not only of basic understanding but critical understanding—the ability to make distinctions, to move from the general to the particular and back again, to navigate uncertainty, and to frame the text as a cultural crux. To judge from their comments, many LS students have never before had their writing reviewed as carefully as in an LS course. Grades in all sections of 151/152 are almost entirely determined by writing.

Learning Goal: To write clearly and cogently, with subtlety and accuracy, and to construct arguments with skill.

All instructors of LS 151 and 152 adhere to the principle that reading and writing are correlative acts. It stands to reason that such a reading-centered curriculum as that of LS must also be writing-centered. While various modes and instruments of assessment are used in LS, the backbone of assessment in the LS Program is undoubtedly paper-writing. However, other assignments are also employed. Students may be asked to compose discursive summaries of the plenary lectures that accompany 151/152; they may be asked to submit an abstract of their paper before submitting the paper in full; they may be required to submit well-framed questions in writing regarding the reading. Students entering 151/152 might not know what to make of the principle that literary understanding entails writing, but as students they are putting that principle into practice regularly. It is the basis of their course.

IV Learning Outcomes: Explain how each of the following learning outcomes will be achieved.
<table>
<thead>
<tr>
<th><strong>Student learning outcomes:</strong> Use writing to learn and synthesize new concepts</th>
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<tbody>
<tr>
<td>Students use writing to work out new concepts by, for example, composing an essay to work out their understanding of Job or Hamlet. Anyone who takes on such a task will come to understanding that paper-writing is a lot more than just putting onto paper ideas that are already fully formed in one’s head: it means revising one’s thinking in the act of writing, and then revising the writing. Precisely because the ideas students are working on are new to them, they need to be rethought and refined in ways that only writing enables. Writing is an enabling act.</td>
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<thead>
<tr>
<th><strong>Formulate and express opinions and ideas in writing</strong></th>
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<tr>
<td>Because knowledge in the humanities is qualified with uncertainty, students in 151/152 are encouraged to form and formulate interpretations for which they can offer evidence. In other words, they express opinions. Because a reader cannot be expected to go along with their opinions in the absence of supporting evidence, 151/152 students learn the necessity and value of making their opinions persuasive to others by backing them up with textual citations, examples, and other sorts of documentation.</td>
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<tr>
<th><strong>Compose written documents that are appropriate for a given audience or purpose</strong></th>
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<tr>
<td>By composing different sort of writing in response to different assignments (for example, a summary of a plenary lecture and an abstract of their own paper), students learn to adapt their writing to various purposes and requirements. They learn by doing, which is incomparably the most effective kind of learning.</td>
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<tr>
<td>Task</td>
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<td>----------------------------------------------------------------------</td>
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<tr>
<td>Revise written work based on constructive feedback</td>
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<td>Find, evaluate, and use information effectively</td>
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<tr>
<td>Begin to use discipline-specific writing conventions</td>
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</table>
Demonstrate appropriate English language usage

All instructors of 151/152 will point out common ENEX errors such as misspellings, faulty agreement, sentence fragments, run-on sentences, breaks in parallelism, and misuse of apostrophes. They also let students know that these things are not just frills and ribbons.

<table>
<thead>
<tr>
<th>V. Writing Course Requirements Check list</th>
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<tbody>
<tr>
<td>Is enrollment capped at 25 students?</td>
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<tr>
<td>If not, list maximum course enrollment.</td>
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<tr>
<td>Explain how outcomes will be adequately met for this number of students. Justify the request for variance.</td>
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<tr>
<td>In the past LS 151/152 enrollments have sometimes run to 30 or so, but I will see to it that they are capped at 25.</td>
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</table>

☐ Yes ☐ No Because LS 151/152 are necessarily taught by a group of people (often as many as five or six) and different instructors run their sections somewhat differently, the syllabi are not completely identical. Sample syllabi from both courses are attached to this document. In future I will ask the various instructors to include a statement such as: “These goal of this course is to foster critical understanding and appreciation of the texts and traditions that contribute to our common inheritance. This is a writing-centered course, predicated on the principle that critical understanding cannot be achieved and true appreciation cannot be demonstrated without being framed in writing.”

☐ Yes ☐ No Syllabi for 152 explain the use of ERES (Electronic Reserve), and all syllabi for 151 and 152 warn against appropriating uncited material from the Web. Beyond this, different instructors will have different information to convey about information literacy.

☐ Yes ☐ No Paper length, topic, and due date, as well as grading formulas, are explained on syllabi. Syllabi are not primers in English Composition, although instructors circulate a detailed, explicit set of LS Writing
<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
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<tbody>
<tr>
<td>What instructional methods will be used to teach students to write for specific audiences, purposes, and genres?</td>
<td>Along with appropriate practices like correct spelling, punctuation, and diction, students 151/152 must learn that they are writing to a professional standard—which means writing not in a diary or in the manner of a letter to the editor, or a text message, but to and for an educated audience engaged in a quest for knowledge. In short, the writer must respect the reader. 151/152 students do a number of kinds of written assignment, from abstracts to full essays to summaries, but all are held to this standard.</td>
</tr>
<tr>
<td>Will written assignments include an opportunity for revision? If not, then explain how students will receive and use feedback to improve their writing ability.</td>
<td>x Yes □ No</td>
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<thead>
<tr>
<th>Section</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>VI. Writing Assignments:</strong></td>
<td>Please describe course assignments. Students should be required to individually compose at least 16 pages of writing for assessment. At least 50% of the course grade should be based on students’ performance on writing assignments. Clear expression, quality, and accuracy of content are considered an integral part of the grade on any writing assignment.</td>
</tr>
<tr>
<td>Formal Graded Assignments</td>
<td>In all sections of 151/152 written work accounts for the lion’s share of the course grade, and in most 100% of the grade. All assignments are “formal” in the sense that they are prepared outside of class, are supposed to observe the rules of composition, and are submitted for evaluation by the instructor and then returned to the student. (This is true even of questions on the reading submitted for credit and evaluation in my own section of 152.) All students in all sections of 151/152 write papers on the reading and write essay final exams. Clearly, 151/152 is and has been a writing-centered course.</td>
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<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>VII. Syllabus:</strong></td>
<td>Paste syllabus below or attach and send digital copy with form. The syllabus should clearly describe how the above criteria are satisfied. For assistance on syllabus preparation see: <a href="http://teaching.berkeley.edu/bgd/syllabus.html">http://teaching.berkeley.edu/bgd/syllabus.html</a></td>
</tr>
</tbody>
</table>
LS 151L
Introduction to the Humanities
Section 1 MWF 9:10-10:00, LA 105
Section 3 MWF 10:10-11:00, LA 105
Plenary Lecture R 11:10-12:00 ULH

Professor Elizabeth Hubble
Office: LA 138A
Office Hours: MW 11:10-1:00, F 11:10-12:00, and by app’t
Phone: 207-3249
e-mail: elizabeth.hubble@umontana.edu

Texts: New Oxford Annotated Bible
Homer, Odyssey (Fagles Translation)
Three Plays of Euripides (Roche Translation)
Sophocles I (Grene Translation)
Greek Lyric (Miller Translation)
Plato, Five Dialogues (Grube Translation)
Virgil, Aeneid (Penguin Classics)
Saint Augustine, The Confessions (Boulding Translation)
Additional Readings on ERES

Course Description: LS 151 is an introduction to the Western Humanities through an investigation of selected texts from the Hebrew Bible/Old Testament, classical Greek civilization, the New Testament and early Christian literature. The goal is to explore Western Culture through its Jewish, Greek, Roman and Christian heritages while developing critical approaches for analyzing literature. Topics will include: conception of the self, family, community, and cosmos; the role of myth, symbols, and rituals; the human condition; interpretations of the heroic; conceptions of good and evil; the role of gender, class, and ethnicity; the nature of the good life; conceptions of creation, time, and temporality; the language of love and desire; ideas of virtue, wisdom, piety, justice, and law; the individual and the state.

Methods: The MWF 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.
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 2 unexcused absences, your participation grade will be lowered one notch for each subsequent absence (A to A-). An excess of 6 absences may 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. Two 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.

Plenary Lecture: The fourth credit of this class is the Thursday Plenary Lecture. Attendance at the lecture is mandatory—Thursday 11:10-12:00, ULH. You are required to submit response papers based on the lectures and information from them will be included on quizzes and exams.

Grading:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Preparation and Participation (inc. quizzes and reading questions)</td>
<td>15%</td>
</tr>
<tr>
<td>Composition (5% for Rough Draft)</td>
<td>25%</td>
</tr>
<tr>
<td>Response Papers</td>
<td>20%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
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</table>

Grading Scale:

<table>
<thead>
<tr>
<th>Percentage Range</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>
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<tr>
<td>80-82%</td>
<td>B-</td>
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<tr>
<td>77-79%</td>
<td>C+</td>
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<tr>
<td>73-76%</td>
<td>C</td>
</tr>
<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>
</tr>
<tr>
<td>60-62%</td>
<td>D-</td>
</tr>
<tr>
<td>59% and below</td>
<td>F</td>
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</table>
Preparation and Participation: Coming to class prepared, i.e. having read all material and 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. For each class session you must prepare 2 questions from the readings for that session for a total of 6 per week. You must turn in your questions with each response paper. Questions may be handwritten. Your questions will direct our class discussions and you will regularly be required to share them with the class. Classroom work will include both general discussions and small group discussions. Quizzes on lectures and readings may be given at the beginning of class as needed.

Compositions: You will write one formal composition this semester of 5-7 pages. A few weeks prior to the due date you will be required to submit a rough draft of your composition (minimum of 3.5 pages). Essays must conform to the basic standards of proper composition. They should be typed, double-spaced with 12-point font, 1-inch margins. Compositions 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. Composition topics will be distributed one month before the composition 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 composition you will write this semester, you will also be expected to write two-page responses to the plenary lectures and readings every other week. There is no specific format for your response papers. The sole requirement is that they be well-organized and show some engagement and reflection on the material presented by the lecturers and make links with the readings for class. Your responses papers must be typed, double-spaced with 12-point font, 1-inch margins. You must turn in a hard copy of your response papers. No electronic papers will be accepted.

Exams: You will take two exams this semester. The exams will consist of short essays and identifications from 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.
Schedule of Readings and Assignments (subject to change)

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading/Activity</th>
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<tbody>
<tr>
<td>August 25</td>
<td>Introduction to Course</td>
</tr>
<tr>
<td>August 27</td>
<td><em>Genesis</em> 1-11</td>
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<tr>
<td>August 29</td>
<td><em>Genesis</em> 12-35</td>
</tr>
<tr>
<td>September 1</td>
<td>Labor Day</td>
</tr>
<tr>
<td>September 3</td>
<td><em>Exodus</em> (esp. 1-34)</td>
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<tr>
<td>September 5</td>
<td><em>Deuteronomy</em></td>
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<td>September 8</td>
<td><em>Isaiah</em> 1-5, 45-66</td>
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<td>September 10</td>
<td><em>Amos, Jonah</em></td>
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<td>September 12</td>
<td><em>Job</em> 1-19</td>
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<tr>
<td>September 15</td>
<td><em>Job</em> 20-42</td>
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<td>September 17</td>
<td><em>Song of Solomon, Ruth</em></td>
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<td>September 19</td>
<td><em>Esther, Judith</em> in the Apocrypha*</td>
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<tr>
<td>September 22</td>
<td><em>Odyssey</em> 1-4</td>
</tr>
<tr>
<td>September 24</td>
<td><em>Odyssey</em> 5-8</td>
</tr>
<tr>
<td>September 26</td>
<td><em>Odyssey</em> 9-12</td>
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<tr>
<td>September 29</td>
<td><em>Odyssey</em> 13-16</td>
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<tr>
<td>October 1</td>
<td><em>Odyssey</em> 17-20</td>
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<tr>
<td>October 3</td>
<td><em>Odyssey</em> 21-24</td>
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<tr>
<td>October 6</td>
<td>Greek Lyric: Archilochus, Alcaeus, Anacreon</td>
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<td>October 8</td>
<td>Sappho, Solon, Stesichorus, Xenophanes</td>
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<tr>
<td>October 10</td>
<td>Mid-Term Exam</td>
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<tr>
<td>October 13</td>
<td>Sophocles, <em>Oedipus the King</em></td>
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<td>October 15</td>
<td>Sophocles, <em>Antigone</em></td>
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<td>October 17</td>
<td>Euripides, <em>Medea</em></td>
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<td>October 20</td>
<td>Euripides, <em>The Bacchae</em></td>
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<tr>
<td>October 22</td>
<td>Plato, <em>Euthyphro</em> and <em>Apology</em></td>
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<tr>
<td>October 24</td>
<td>Plato, <em>Crito</em> and <em>Phaedo</em></td>
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<td>October 27</td>
<td>Writing Workshop</td>
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<td>October 29</td>
<td>Virgil, <em>Aeneid</em>, Books 1-4</td>
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<tr>
<td>October 31</td>
<td>Virgil, <em>Aeneid</em>, Books 5-8</td>
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<tr>
<td>November 3</td>
<td>Virgil, <em>Aeneid</em>, Books 9-12</td>
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<tr>
<td>November 5</td>
<td>The New Testament–Gospels: <em>Mark</em></td>
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<tr>
<td>November 7</td>
<td><em>Matthew</em></td>
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</tbody>
</table>
November 10  *Matthew and Luke*  
November 12  *Luke*  
November 14  *John*  

November 17  Gospel Catch-up  
November 19  *Acts of the Apostles,*  
November 21  *Romans,* Books 1-2  

November 24  *1st Corinthians*  
November 26  Thanksgiving  
November 28  Thanksgiving  

December 1  St. Augustine, *Confessions,* Preface, Chron., Books 1-4  
December 3  St. Augustine, Books 5-7  
December 5  St. Augustine, Books 8-10/Review  

December 10  Final Exam 8-10am (Wednesday) for 9:10 section  
December 11  Final Exam 8-10am (Thursday) for 10:10 section  

No Response Paper  
Composition Due  
Response Paper
LS 151.04L Introduction to the Humanities

Paul A. Dietrich
Office: LA 150
Phone: 243-2805
Hours: MWF 11-12
& by appointment
4 credits

Fall, 2008
MWF 1:10-2:00
LA 305
Th 11:10-12:00
(ULH 101)

An introduction to the Western Humanities through an investigation of selected texts from the Hebrew Bible/Old Testament, classical Greek civilization, the New Testament and early Christian literature. Topics to be considered include: conceptions of self, family, community, cosmos and the gods; ideas of virtue, wisdom, piety, justice, law, and the state; the nature of the good life, good and evil, and the meaning of suffering; the role of myth, symbol and ritual; conceptions of creation, time, and temporality; varieties of visionary experience and the poetics of change, conversion and metamorphosis; the language of love and desire; imagery of journey and pilgrimage; genres of classical and biblical literatures; idealism, realism, humanism and naturalism.

"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

Course Syllabus

Sept.3, 5    Law (Torah) and Prophets: Amos, Isaiah et al.
8,10,12     Wisdom (Writings): Love and Suffering in the Song of Songs, Psalms, Job
15,17,19    Greek Civilization and Homer's Epic
22,24,26    Separation, Initiation and Return in the Odyssey
29,Oct.1    Songs of War, Love and Honor in Greek Lyric: Archilochus, Sappho, and Pindar
3,6,8       The Birth of Tragedy: Greek Drama and Sophocles’ Oedipus Cyclic and Euripides’ Medea and the Bacchae
10          Midterm Exam
13,15,17    Paideia and the School of Athens: Greek Philosophy
20,22,24    and Plato’s Dialogues
27,29,31    The New Covenant: Jesus in the Gospels (Luke)
Nov.3,5,7   Paul’s Letter to the Romans
10,12,14    Augustine’s Confessions: The Poetics of Conversion
17,19,24    


LS 151 Plenary Lectures: Fall 2008

Aug. 28: Introduction to the Humanities—Stewart Justman, LS
Sept. 4: The Bible in the University; Introduction to the Pentateuch—Nat Levtow, LS
Sept. 11: Prophets and Prophecy—Nat Levtow, LS
Sept. 18: Wisdom—Mark Hanson, LS
Sept. 25: Introduction to Greek Civilization—Matthew Semanoff, MCLL
Oct. 2: Hero and Antihero in Homer—Stewart Justman, LS
Oct. 9: Sappho and Lyric—Ruth Vanita, LS
Oct. 16: The Broken Urn: Greek Tragedy—Stewart Justman, LS
Oct. 23: Plato and Greek Philosophy—Richard Walton, Philosophy
Nov. 6: The Gospels—Tom Lee, LS
Nov. 13: The Letters of Paul—Mark Hanson, LS
Nov. 20: Augustine’s Confessions—Paul Dietrich, LS
Nov. 27: Thanksgiving
Dec. 4: Roman and Early Christian Art—Paul Dietrich, LS

Lectures are given from 11:00-12:00 in the Underground Lecture Hall. They are not repeated in the evening. Attendance is mandatory, as the lecture series accounts for the fourth credit of LS 151.
Dr. Nathaniel Levtow
Office: LA 156
Office phone: 243-2845
Email: nathaniel.levtow@umontana.edu

Office hours:
TTh 4:00 – 5:30 pm
& by appointment

LS 151: Introduction to the Humanities
Fall Semester 2008
Section 8 (Honors): TTh 2:10-3:30 pm (DHC 118), Th 11:10-12:00 (ULH)

Welcome to LS 151, Introduction to the Humanities. In this course we will read and discuss a selection of texts from the ancient world. We will devote special attention to classics of the Greco-Roman, Jewish, and Christian traditions. These literary masterpieces are beautiful and challenging. Together we will explore how their authors encountered and responded to enduring human themes and problems including: humanity and deity; knowledge and ignorance; virtue and justice; fate and human destiny; life and death; friendship and love; sex and gender; individual and society; weakness and power; war and peace; happiness and suffering; good and evil; myth and history; exile and return; truth and change.

Goals of the course include the development of critical reading skills, through a focus on historical and literary contexts, and the development of writing skills, through a process that will allow me to measure your improvement.

Textbooks
All required. Please purchase the indicated translations (available at the UM Bookstore):

The Epic of Gilgamesh (Trans. George; Penguin, 2003)
Homer, The Odyssey (Trans. Fagles; Penguin, 1996)
Greek Lyric (Trans. Miller; Hackett, 1996)
Sophocles I (Oedipus Cycle) (Trans. Grene; Chicago, 1991)
Plato, Five Dialogues (Trans. Grube; Hackett, 2002)

E-reserve: e-reserve documents may be accessed through the Mansfield Library Course Reserves website (http://eres.lib.umt.edu/eres/) using the course password “LS151”

Grading:
1. Attendance and class participation: 15%
2. Quizzes and written responses: 10%
3. Essays: 35% total (essay #1: 5%; essays #2, 3, 4: 10 % each)
4. Midterm exam: 20%
5. Final exam: 20%
Course Requirements:

1. Attendance: Required for all class meetings and for all weekly plenary lectures.
2. Readings: Complete all readings before the class on which they are assigned, and be prepared to participate in our discussion about them. Always bring the assigned text to class with you.
3. Quizzes: Several brief quizzes will be given on course readings, class discussions, and plenary lectures. These quizzes are designed to test whether you have been reading the assignments and attending class. They will focus on the assigned texts and on information communicated in course lectures and discussions.
4. Brief (1-2 pp) written responses to plenary lectures and assigned class readings will be required from students on a rotating basis.
5. Essays: There are four essay assignments for this class:
   i. An essay of 3-5 pages will be due in class on Tuesday September 16.
   ii. A revision and expansion of this essay (5-7 pages) will be due in class on Thursday October 9.
   iii. An essay of 3-5 pages will be due in class on Thursday November 6.
   iv. A revision and expansion (5-7 pages) of this essay will be due in class on Tuesday December 2.
   
   These essays will focus on selected assigned readings and will be based on a set of topics distributed and discussed in class. The essays must (a) address selected texts/topics (b) have a clear thesis/argument (c) support the argument with textual evidence and (d) adhere to the conventions of academic writing, including correct grammar and syntax. They must be typed, double-spaced, page-numbered, and stapled.
6. Exams:
   i. A midterm exam will be given in class on Thursday, October 16.
   ii. A final exam will be given on Wednesday, December 10, 3:20-5:20 PM.

Course Policies:

1) There will be no make-up quizzes or exams unless the student has made arrangements at least a week ahead of time. Except in the case of a documented emergency, late papers will result in a decrease of one letter grade per day.

2) Students are allowed two cuts, no penalties or questions asked. Each additional cut (including early departures from the classroom) will reduce the attendance and participation grade by 10% (that is, 1% of your final grade). If you must miss a class meeting due to an emergency, it is then your responsibility to obtain from a classmate any class notes and other assignment and scheduling information discussed during your absence.

3) Plagiarism – the presentation of others’ work as your own – is an offense punishable by course failure and/or expulsion. All work submitted in this class must be your own, and all references to ideas from books, articles, or other sources must be cited correctly. If you do not know how to properly reference your work, or you are in doubt whether or not you should cite material, refer to the University guidelines, or make an appointment to see the instructor to discuss the problem. Anyone found guilty of plagiarism, cheating, forgery, falsification or any other form of academic dishonesty will fail this course and the incident will be reported to the Dean.
Class Schedule:

*Note: Our schedule may change as our course develops (dates, assignments, etc.); regular attendance will ensure that you are informed of any changes.

§ I. Ancient Israel and the Ancient Near East: Gilgamesh and the Hebrew Bible

(Week 1)

Tu 8/26 Introductions

Th 8/28 The Epic of Gilgamesh, tablets I-V (pp. 1-47)

Th 8/28: Plenary Lecture 1: Introduction to the Humanities—Stewart Justman, LS

(Week 2)

Tu 9/2 The Epic of Gilgamesh, tablets VI-XI (pp. 48-99); Genesis 1-11

Th 9/4 Genesis 1-11 (read it again), 12-35

Th 9/4: Plenary Lecture 2: The Bible in the University; Intro. to the Pentateuch—Nathaniel Levtow, LS

(Week 3)

Tu 9/9 Exodus 1-20

Th 9/11 Deuteronomy 4-12; 2 Sam 7; 2 Kgs 17-25

Th 9/11: Plenary Lecture 3: Prophets and Prophecy—Nathaniel Levtow, LS

(Week 4)

Tu 9/16 *Essay #1 due*

Amos, Hosea

Th 9/18 Isaiah 40-55; Ezek 1-4, 37:1-14

Th 9/18: Plenary Lecture 4: Wisdom—Mark Hanson, LS
(Week 5)
Tu 9/23  Job (focus on 1-7, 38-42)
Th 9/25  *Quiz on Gilgamesh and Hebrew Bible*
        Song of Songs (= Song of Solomon); Ecclesiastes
        Th 9/25: Plenary Lecture 5: Intro. to Greek Civilization—Matthew Semanoff, MCLL

§ II. Archaic Greece: Homer and Greek Lyric

(Week 6)
Tu 9/30  Homer, The Odyssey, Bks. 1-8
Th 10/2  Homer, The Odyssey, Bks. 9-12
        Th 10/2: Plenary Lecture 6: Hero and Antihero in Homer—Stewart Justman, Liberal Studies

(Week 7)
Tu 10/7  Homer, The Odyssey, Bks. 13-20
Th 10/9  *Essay #2 due*
        Homer, The Odyssey, Bks. 21-24
        Th 10/9: Plenary Lecture 7: Sappho—Ruth Vanita, LS

(Week 8)
Tu 10/14 Greek Lyric: Archilochus, Sappho
Th 10/16 *Midterm Exam*
        Th 10/16: Plenary Lecture 8: The Broken Urn: Greek Tragedy—Stewart Justman, LS
§ III. Classical Athens: Sophocles and Plato

(Week 9)

Tu 10/21    Sophocles, *Oedipus Rex*

Th 10/23    Plato, *Meno*

Th 10/23: Plenary Lecture: 9: Plato and Greek Philosophy—Richard Walton, Philosophy

(Week 10)

Tu 10/28    Plato, *Republic* (selections)

Th 10/30    *Quiz on Sophocles, Plato*

   Plato, *Republic* (selections)


(Week 11)

Tu 11/4    *Election Day, no class*

Th 11/6    *Essay #3 due*

   The Gospel of Mark


(Week 12)

Tu 11/11    *Veteran’s Day, no class*

Th 11/13    1 Corinthians; Galatians

Th 11/13: Plenary Lecture: 12: The Letters of Paul—Mark Hanson, LS
§ V. Late Antiquity and Christendom: Augustine

(Week 13)

Tu 11/18    Augustine, *Confessions*, Bks. I-IV

            Th 11/20 Plenary Lecture 13: Augustine’s Confessions—Paul Dietrich, LS

(Week 14)

T 11/25, Th 11/27    *no classes (academic conference; Thanksgiving)*

(Week 15)

Tu 12/2    *Essay #4 due*
            Augustine, *Confessions*, Bks. VIII-IX

Th 12/4    Augustine, *Confessions*, Bks. X-XIII
            Th 12/4: Plenary Lecture 14: Roman and Early Christian Art—Paul Dietrich, LS

*Final Exam: Wednesday, December 10, 3:20-5:20 PM*
LS 151 Plenary Lectures: Fall 2008

Aug. 28: Introduction to the Humanities—Stewart Justman, LS

Sept. 4: The Bible in the University; Introduction to the Pentateuch—Nathaniel Levtow, LS

Sept. 11: Prophets and Prophecy—Nathaniel Levtow, LS

Sept. 18: Wisdom—Mark Hanson, LS

Sept. 25: Introduction to Greek Civilization—Matthew Semanoff, MCLL

Oct. 2: Hero and Antihero in Homer—Stewart Justman, LS

Oct. 9: Sappho—Ruth Vanita, LS

Oct. 16: The Broken Urn: Greek Tragedy—Stewart Justman, LS

Oct. 23: Plato and Greek Philosophy—Richard Walton, Philosophy


Nov. 6: The Gospels—Tom Lee, LS

Nov. 13: The Letters of Paul—Mark Hanson, LS

Nov. 20: Augustine’s Confessions—Paul Dietrich, LS

Nov. 27: Thanksgiving

Dec. 4: Roman and Early Christian Art—Paul Dietrich, LS

Lectures are given from 11:10-12:00 in the Underground Lecture Hall. They are not repeated in the evening. Attendance is mandatory, as the lecture series accounts for the fourth credit of LS 151.
Introduction to the Humanities
Liberal Studies 152 – 01, Spring 2007
MWF 9:10-10:00 a.m.
LA 105
CRN: 32549

Dr. Mark Hanson
LA 152, 243-6844
Office Hours: Tu-Th 2:30 – 3:30 p.m.;
Mon. 10:10 – 11:00, and by appointment
e-mail: mark.hanson@umontana.edu

Course Structure and Objectives
This course is designed to introduce the student to the study of the humanities through a focus on selective texts from the Medieval to the Modern periods that have shaped Western civilization. We will explore the formation and transformation of some 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
Shakespeare, Hamlet (Signet) ISBN: 0-451-52692-9
Voltaire, Candide (Penguin) ISBN:0-14-044004-6
Blake, Blake’s Selected Poems (Dover Thrift Edition) ISBN: 0-486-28517-0
ERES readings on Electronic Reserve and Traditional Reserve in Mansfield Library

Requirements
• Regular class attendance and participation that demonstrates a grasp of the reading assignments
• Regular attendance at the weekly plenary lecture
• Two short written essays in response to the readings and plenary lectures
• A longer essay on a topic of your choice in response to the texts with an option to revise
• Written midterm and final exams
Assignments and Classes

Introduction

Jan. 22  Introduction: Laying out themes and structure of the course

Individual and Cosmos in the Late Middle Ages (14th century)

Jan. 24  Dante’s *Divine Comedy: Inferno*  Cantos I-V, X-XI
Jan. 26  Dante’s *Divine Comedy: Inferno*  Cantos XIII-XVI, XVIII-XIX,XXI-XXII
Jan. 29  Dante’s *Divine Comedy: Inferno*  Cantos XXVI-XXVII, XXXII-XXXIV
Jan. 31  Dante’s *Divine Comedy: Purgatorio*  Cantos I-IV, VI, XVII-XIX
Feb.  1  Plenary Lecture: “Dante and His Times,” Richard Drake
Feb.  2  Dante’s *Divine Comedy: Purgatorio*  Cantos XXV-XXXIII
Feb.  5  Dante’s *Divine Comedy: Paradiso*  Cantos I-V, VII, X-XII, XIX-XXI
Feb.  7  Dante’s *Divine Comedy: Paradiso*  First Short Essay Due
                                    Cantos XXIII-XXVI, XXIX-XXXIII

Early Renaissance, Reform, and Reformation (15th – 16th centuries)

Feb.  8  Plenary Lecture: “Italian Renaissance Art,” Raphael Chacon
Feb.  9  Christine de Pisan: Selections from “The Book of the City of Ladies” (ERES)
            Pico: “Oration on the Dignity of Man” (ERES)
Feb. 12  Erasmus: Selections from “Paracelsis” (ERES)
            Martin Luther: “The Freedom of a Christian” (ERES)
Feb. 14  Thomas More: *Utopia*  Book I (pp. 7-47)
Feb. 15  Plenary Lecture: “Renaissance Humanism,” Paul Dietrich
Feb. 16  Thomas More: *Utopia*  Book II (pp. 49-82)
Feb. 19  No Class: President’s Day
Feb. 21  Thomas More: *Utopia*  Book II (pp. 83-113)
Feb. 22 Plenary Lecture “Martin Luther and the Protestant Reformation,” John Eglin

Exploration of the Self in the Northern Renaissance (16th – 17th centuries)

Feb. 28 Shakespeare: *Hamlet* Introduction, Acts I-II (pp. 3-60)
March 1 Plenary Lecture: “Shakespeare and ‘Hamlet,’” John Hunt
March 2 Shakespeare: *Hamlet* Acts III-IV (pp. 61-118)
March 5 Shakespeare: *Hamlet* Act V (pp. 119-144)
March 7 Shakespeare: *Hamlet* Review

The Scientific Revolution and the Age of Enlightenment (17th – 18th centuries)

March 8 Plenary Lecture: “Descartes and Modern Philosophy,” David Sherman
March 9 Descartes: *Discourse on Method* Intro, Parts One and Two
March 12 Descartes: *Discourse on Method* Parts Three and Four
March 14 Descartes: *Discourse on Method* Parts Five and Six
March 15 Plenary Lecture: “The Art of the Baroque,” Valerie Hedquist
March 16 No class
March 19 Kant: “What is Enlightenment?” Swift: “A Modest Proposal” (ERES)
March 21 Mid-term Exam
March 22 Plenary Lecture: “Bach, Beethoven & the Boys,” Fern Glass
March 23 Wollstonecraft: “A Vindication of the Rights of Women” (ERES)
March 26-30 No Class: Spring Break

Revolution, Romanticism, Realism, Modernism (18th – 19th centuries)

April 2 Voltaire: *Candide* Chapters I-XV
April 4  Voltaire: *Candide*  Chapters XV-XXX

April 5  Plenary Lecture: “The Enlightenment,” John Eglin

April 6  Wordsworth: “Lines” (pp. 21-25), “I Wandered Lonely as a Cloud” (pp. 43-44); “The World is Too Much with Us; Late and Soon” (p. 53); “Ode” (pp. 54-60)
Blake: *Selected Poems* (TBA)
* Longer Essay Due *

April 9  Dostoevsky: *Crime and Punishment*  Part One (pp. 1-86)

April 11  Dostoevsky: *Crime and Punishment*  Part Two: I-III (pp. 87-131)

April 12  Plenary Lecture: “Romanticism”

April 13  Dostoevsky: *Crime and Punishment*  Part Two: IV-VII (pp. 131-193)

April 16  Dostoevsky: *Crime and Punishment*  Part Three (pp. 195-278)

April 18  Dostoevsky: *Crime and Punishment*  Part Four (pp. 279-358)

April 19  Plenary Lecture: “The Nineteenth Century Novel”

April 20  Dostoevsky: *Crime and Punishment*  Part Five (pp. 359-436)

April 23  Dostoevsky: *Crime and Punishment*  Part Six (pp. 437-531)

April 25  Dostoevsky: *Crime and Punishment*  Epilogue (pp. 533-551)

April 26  Plenary Lecture: “Modern Political Thought,” Richard Drake

April 27  Dostoevsky: *Crime and Punishment*  Review

**Revolution and the Modern World (19th – 20th centuries)**

April 30  “Declaration of Independence,” Madison: “Federalist Papers #10 (ERES)

May 2  Marx: “Theses on Feuerbach,” “Alienated Labor” (ERES)

May 4  Arendt: “On the Nature of Totalitarianism” (ERES)

**Final Exam Period:** Monday, May 7, 10:10 a.m. – 12:10 p.m.
Grading Policy

Two short essays: 10 percent (25 pts. each)  
Longer essay plus revision: 30 percent (150 pts.)  
Midterm exam: 20 percent (100 pts.)  
Final exam: 30 percent (150 pts.)  
Participation: 10 percent (50 pts.)

Grades given reflect the following criteria of judgment and will be recorded using pluses and minuses:

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

Papers: Papers are due in class on or before the date listed in the syllabus. Unless you have made a prior agreement with me, I will take off one grade level (e.g., A becomes A-) for each class day an assignment is late. Papers with an undue number of errors of punctuation, spelling, or grammar will be returned ungraded for correction and marked down half a letter grade. Written work will be evaluated in terms of the strength and accuracy of your exposition of the texts, your depth of critical analysis, thoughtfulness of reflection, clarity of writing, and ability to address issues raised in the text and in class on the topic at hand.

Exams: Exams must be taken at the scheduled time unless prior permission has been obtained from me for an alternate time. The final exam may only be rescheduled if you have two other exams scheduled for the same day. Failure to take the exam at the scheduled time will result in no credit given for the exam with no make-up possibility.

Participation: Regular attendance and participation in the class and at the weekly plenary lecture is expected. Participation also means having read assigned materials prior to class time and being ready and willing to participate in discussions, offer perspectives, and answer questions. More than five (5) absences will result in one grade reduction. More than ten (10) absences will result in a failing course grade. Late arrivals in class may count as an absence. (Note: If you have a valid reason for missing several classes, such as illness or other conflicting commitments, you still must speak with me).

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.
Description of Assignments

1. Short Essays: Two short, two-to-three-page essays are required. Each should be 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.

2. Longer Essay: This 5-6-page, typed 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 of April 6. You also will have the option to revise and resubmit this essay, due April 23.

3. Midterm Exam: will cover material from the plenary lectures, assigned readings, and class discussions. The format will likely be mixed, including multiple choice, short-answer essays, and/or longer essay questions. Wednesday, March 21.

4. Final Exam: The final will cover material from the second part of the semester and will ask you to integrate your learning from across the semester. I will likely have the same format as the midterm exam, but the final exam will be longer. Monday, May 7, 10:10 a.m. – 12:10 p.m.

5. Plenary Lectures are given at 11:10 am - 12:00 pm in ULH (Urey Lecture Hall) and repeated at 7:10-8:00 pm in SS (Social Sciences) 352. You must attend one of these weekly lectures each week.

Credit/No Credit Grade option: A minimum grade average of D- is required for a CR grade in the CR/NC Grade option.

Incomplete Grade: Please see the criteria that must be met for an Incomplete in the University Catalog.