I. ASCRC General Education Form (revised 2/8/13)

Use to propose new general education courses (except writing courses), to change or renew existing general education courses and to remove designations for existing general education courses. Note: One-time-only general education designation may be requested for experimental courses (X91-previously X95), granted only for the semester taught. A NEW request must be submitted for the course to receive subsequent general education status.

<table>
<thead>
<tr>
<th>Group (submit separate forms if requesting more than one general education group designation)</th>
<th>II. Mathematics</th>
<th>VII: Social Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>III: Language</td>
<td>VIII: Ethics &amp; Human Values</td>
</tr>
<tr>
<td></td>
<td>III Exception: Symbolic Systems *</td>
<td>IX: American &amp; European</td>
</tr>
<tr>
<td></td>
<td>IV: Expressive Arts</td>
<td>X: Indigenous &amp; Global</td>
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<tr>
<td></td>
<td>V: Literary &amp; Artistic Studies xxx</td>
<td>XI: Natural Sciences w/ lab □ w/out lab □</td>
</tr>
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<td></td>
<td>VI: Historical &amp; Cultural Studies</td>
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</tr>
</tbody>
</table>

*Courses proposed for this designation must be standing requirements of majors that qualify for exceptions to the modern and classical language requirement.

<table>
<thead>
<tr>
<th>Dept/Program</th>
<th>Liberal Studies</th>
<th>Course #</th>
<th>151</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title</td>
<td>Intro to Humanities: Greeks, Bible, Romans</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prerequisite</td>
<td>None</td>
<td>Credits</td>
<td>4</td>
</tr>
</tbody>
</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>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor</td>
<td>LSH Staff</td>
<td></td>
</tr>
<tr>
<td>Phone / Email</td>
<td>2949; <a href="mailto:stewart.justman@umontana.edu">stewart.justman@umontana.edu</a></td>
<td></td>
</tr>
<tr>
<td>Program Chair</td>
<td>Stewart Justman</td>
<td></td>
</tr>
<tr>
<td>Dean</td>
<td>Chris Comer</td>
<td></td>
</tr>
</tbody>
</table>

II. Type of request

<table>
<thead>
<tr>
<th>New</th>
<th>One-time Only</th>
<th>Renew</th>
<th>x</th>
<th>Change</th>
<th>Remove</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for Gen Ed inclusion, change or deletion</td>
<td>Course meets the criteria.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Description of change

IV. Description and purpose of the general education course: General Education courses must be introductory and foundational within the offering department or within the General Education Group. They must emphasize breadth, context, and connectedness; and relate course content to students’ future lives: See Preamble:

http://umont.edu/facultysenate/archives/minutes/gened/GE_preamble.aspx
LSH 151, Introduction to the Humanities, studies the roots of Western Civilization in the Judeo-Christian tradition on the one hand and the Greco-Roman tradition on the other. Among the principal readings are books of the Bible (both the Hebrew Bible and the New Testament), the Odyssey, Greek tragedies, Plato, and St. Augustine’s Confessions. LSH 151/152 evolved from the course in General Humanities instituted at UM by Leslie Fiedler in the 1950s. Such courses have been at the foundation of education in the humanities at American universities, and indeed of General Education itself, for at least half a century.

Accompanying LSH 151 and accounting for its fourth credit is a weekly lecture by respective authorities on the given subject. These lectures vividly represent “differing critical perspectives” as required by Gen Ed criteria. A list of lectures for Fall 2012 appears as part of the syllabus appended below.

In accordance with the Preamble of UM’s General Education Requirements, the purpose of LSH 151 is to cultivate an appreciation of the humanities by the study of key texts in the history of Western cultures. (As LSH 151 is a W course, it also contributes to the General Education goal of enabling students to “articulate ideas... in writing.”) General Education courses are expected to be foundational. LSH 151 is foundational if only in the sense that students will find themselves referring back to the Bible on the one hand and works in the Greco-Roman tradition on the other in any number of subsequent courses in literature and history for which knowledge of these texts is essential and presumed. These texts are built into our common culture. They are foundational in and of themselves.

V. Criteria: Briefly explain how this course meets the criteria for the group. See:
http://umt.edu/facultysenate/documents/forms/GE_Criteria5-1-08.aspx
In Gen Ed courses in Group V "students develop familiarity with significant works of artistic representation, including literature, music, visual art, and/or performing arts..." A course in which students read the *Odyssey*, Greek tragedies, Greek lyric in depth—to say nothing of the Bible and its artistry—clearly meets this description. These works constitute almost the *basis* of artistic representation in Western culture. Note too that LSH 151 usually includes some component on the visual arts, often Greek sculpture. Weekly plenary lectures on all of these subjects—the Bible, Homer, tragedy, lyric, visual art—accompany the curriculum. A lecture on the *Odyssey* may emphasize depictions of scenes from the *Odyssey* on vases and other artifacts of daily life in the ancient world. The penultimate lecture traditionally covers early Christian art, with reliance on slides, and is often but not always given by an art historian.

Criteria for Group V stipulate that the course "cover a number of works in one of more of the various forms of artistic representation..." LSH 151 obviously meets this test, devoted as it is to the study of a number of works in two traditions that together constitute (as noted) virtually the foundation of artistic representation in the West. The course establishes "a framework and context" for the study of these works precisely by placing them in a tradition. The Greek tragedians knew Homer. So did Plato. The authors of the New Testament knew the Hebrew Bible. Students LSH 151 thus learn to see a tradition as a tradition. The plenary lectures that accompany the course contribute to this end, as does classroom instruction the students receive on methods of literary analysis. (What is evidence in a work of literature and how does one cite it? How to construct an argument about a work of literature?) In submitted papers students present arguments about the works they read—arguments subjected to close review and comment by the course instructor.
## VI. Student Learning Goals:
Briefly explain how this course will meet the applicable learning goals. See: [http://umt.edu/facultysenate/documents/forms/GE_Criteria5-1-08.aspx](http://umt.edu/facultysenate/documents/forms/GE_Criteria5-1-08.aspx)

Working through readings chronologically is a very effective way of building up a grounded sense of a tradition as a tradition.

Moreover, if in class and in the weekly plenary lectures students achieve a better understanding of the classics being read, and come to place them in a tradition, in their writing assignments they learn to develop arguments about the works in question. They learn this by doing it. The pedagogical assumption of LSH 151 is that in the final analysis there is no substitute for learning by doing; and doing in this case means writing. LSH 151 is a W course. The writing component of LSH 151 is not intended simply to give students extra practice in composition; it is intended to serve the Learning Goal of making the students better analysts of works, better framers of arguments, indeed better readers.

## VII. Justification:
Normally, general education courses will not carry pre-requisites, will carry at least 3 credits, and will be numbered at the 100-200 level. If the course has more than one pre-requisite, carries fewer than three credits, or is upper division (numbered above the 200 level), provide rationale for exception(s).

## VIII. Syllabus:
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: [http://teaching.berkeley.edu/bgd/syllabus.html](http://teaching.berkeley.edu/bgd/syllabus.html)

Please see below

**Please note:** Approved general education changes will take effect next fall.

General education instructors will be expected to provide sample assessment items and corresponding responses to the Assessment Advisory Committee.
Dr. Nathaniel Levтов
Office: LA 156
Office phone: 243-2845
Email: nathaniel.levтов@umontana.edu

Office hours:
Tu Th 8:00 - 9:30 am
& by appointment

LSH 151: Introduction to the Humanities

Welcome to LSH 151, Introduction to the Humanities. In this course we will read and discuss a selection of highly influential texts from the ancient world. We will explore how their authors encountered and responded to enduring human themes and problems including but not limited to: humanity and deity; knowledge and ignorance; virtue and justice; fate and human destiny; life and death; friendship and love; individual and society; weakness and power; sex and gender; war and peace; happiness and suffering; good and evil; myth and history; exile and return; truth and change.

Course outcomes: The goals for this course include the development of critical reading skills, through close readings of ancient texts with a focus on their historical and literary contexts, and the development of writing skills, through an evaluated process of composition and revision.

Textbooks
Required unless noted. Purchase only the indicated translations (available at the UM Bookstore):

The Epic of Gilgamesh (translation by George; Penguin, 2003)
Homer, The Odyssey (translation by Fagles; Penguin, 1996)
Sophocles I (Oedipus Cycle) (translation by Grene; Chicago, 1991)
Plato, Five Dialogues (translation by Grube; Hackett, 2002)
St. Augustine, The Confessions (translation by Boulding; Vintage, 1997)
*Greek Lyric (translation by Miller; Hackett, 1996) (this is an optional purchase)

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: 10%
2. Quizzes: 10%
3. Presentations and written responses: 5%
4. Essays: 45% (3 x 15%)
4. Midterm (essay) exam: 15%
5. Final (essay) exam: 15%
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:** Two quizzes will be given (#1 on September 25, #2 on November 8) on class 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 class lectures and discussions.

4. Brief **presentations** and **written responses** (1-2 pp typed, double-spaced) to assigned class readings and plenary lectures will be required from students from time to time.

5. **Essays:** There will be three essay assignments in this class:
   i. An essay of 5 pages will be due in class on **October 2**.
   ii. An essay of 5 pages will be due on **November 5**.
   iii. A revision and expansion (7 pages) of the second essay will be due on **December 4**.

   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 w/1-inch margins, page-numbered, and stapled, with the student’s name on page 1.

6. **Exams:**
   i. A **midterm** exam will be given in class on **Tuesday October 16**.
   ii. A **final** exam will be given in class on **Thursday December 13, 10:10 am – 12:10 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, 1.5% of your final grade). **More than 8 absences will result in failure for the course.** If you miss a class meeting, **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. The Ancient Near East: Gilgamesh and the Hebrew Bible

(Week 1)

Tu 8/28    Introductions

Th 8/30    The Epic of Gilgamesh, tablets I-V (pp. 1-47)

    Th 9/1: Plenary Lecture 1: Introduction to the Humanities—Justman, LS

(Week 2)

Tu 9/4     The Epic of Gilgamesh, tablets VI-XI (pp. 48-99)

Th 9/6     Genesis 1-11

    Th 9/6: Plenary Lecture 2: The Bible in the University; Intro. to the Pentateuch—Levtow, LS

(Week 3)

Tu 9/11    Exodus 1-15:21 (focus on Exodus chapters 3, 14, 15); Psalm 114

Th 9/13    Exodus 19-24, 32-34; Deuteronomy 4:44–5:33; Matthew 5:17-20

    Th 9/13: Plenary Lecture 3: Prophets and Prophecy—Levtow, LS

(Week 4)

Tu 9/18    Amos 1–5, 7, 9:11–15; Hosea 1–4, 6, 11; Isaiah 1, 6, 40, 43:14–21; Ezekiel 1-4, 37:1-14

Th 9/20    Proverbs 1, 8, 10; Ecclesiastes; Job 1-7, 38-42

    Th 9/20: Plenary Lecture 4: Wisdom—Hanson, LS

(Week 5)

Tu 9/25    *Quiz #1: Gilgamesh, Hebrew Bible*

Essay writing workshop
§ II. Archaic Greece: Homer and Greek Lyric

Th 9/27       Homer, *Odyssey*, Bks. 1-4  
               *(book presentations)*

Th 9/27: *Plenary Lecture 5: Intro. to Greek Civilization—Semanoff, MCLL*

(Week 6)

Tu 10/2       *Essay #1 due in class*  
               Homer, *Odyssey*, Bks. 5-8  
               *(book presentations)*

Th 10/4       Homer, *Odyssey*, Bks. 9-12  
               *(book presentations)*

Th 10/4: *Plenary Lecture 6: Hero and Anti-hero in Homer—Justman, Liberal Studies*

(Week 7)

Tu 10/9       Homer, *Odyssey*, Bks. 21-24  
               *(book presentations)*

Th 10/11      Greek Lyric: Archilochus, Sappho *[e-reserve]*  
               Review

Th 10/11: *Plenary Lecture 7: Sappho and Greek Lyric—Vanita, LS*

(Week 8)

Tu 10/16      *Midterm Exam*

§ III. Classical Athens: Sophocles and Plato

Th 10/18      Sophocles, *Oedipus Rex*  

Th 10/18: *Plenary Lecture 8: Tragedy—Semanoff, MCLL*
(Week 9)

Tu 10/23       Sophocles, Oedipus Rex

Th 10/25       Plato, Meno
           Th 10/25: Plenary Lecture: 9: Plato and Greek Philosophy—Muench, Philosophy

(Week 10)

Tu 10/30       Plato, Republic Book VII (the cave, the divided line) [e-reserve]

Th 11/1        Plato, Republic Book VII (the cave, the divided line) [e-reserve]


(Week 11)

*Essay #2 due in my mailbox by 4:00pm on Monday November 5

Tu 11/6        Election day

Th 11/8        *Quiz #2: Sophocles, Plato*
           The Gospel of Mark
           Th 11/8: Plenary Lecture 11: Paul and His Contexts—Hanson, LS

(Week 12)

Tu 11/13       1 Corinthians; Acts 18:1-3

Th 11/15       Galatians; Acts 9:1-31
           Th 11/15: No plenary lecture

(Week 13)

Tu 11/20, Th 11/22       *no classes (academic conference; Thanksgiving)*
§ V. Late Antiquity and Christendom: Augustine

(Week 14)

Tu 11/27    Augustine, *Confessions*, Bks. I-III

Th 11/29    Augustine, *Confessions*, Bks. IV-VI


(Week 15)

Tu 12/4    *Essay #3 due in class*

   Augustine, *Confessions*, Bks. VII-IX

Th 12/6    Augustine, *Confessions*, Bks. X-XIII

   *Th 12/6: Plenary Lecture 13: Augustine’s Confessions—Dietrich, LS*

*Final Exam: Thursday December 13, 10:10 am – 12:10 pm*
LS 151 Plenary Lectures: 2012

Lectures are given on **Thursdays** from **11:10-12:00** in **North Underground Urey Lecture Hall**. They are not repeated. **Attendance is mandatory**, as the lecture series accounts for the fourth credit of LS 151.

Aug. 30: Introduction to the Humanities—Justman, LS

Sept. 6: Bible in the University: Introduction to the Pentateuch—Levtow, LS

Sept. 13: Prophets and Prophecy—Levtow, LS

Sept. 20: Wisdom—Hanson, LS

Sept. 27: Introduction to Greek Civilization—Semanoff, MCLL

Oct. 4: Hero and Anti-Hero in Homer—Justman, LS

Oct. 11: Sappho and Lyric—Vanita, LS

Oct. 18: Tragedy—Semanoff, MCLL

Oct. 25: Plato and Greek Philosophy—Muench, Philosophy

Nov. 1: Gospels and New Testament—Levtow, LS

Nov. 8: Paul and His Context—Hanson, LS

Nov. 15: No lecture

Nov. 22: Thanksgiving

Nov. 29: Early Christian Art—
Dietrich, LS

Dec. 6: Augustine’s *Confessions*

Dietrich, LS