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Fall 9-1-2000

LS 151.09: Introduction to Western Humanities

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Liberal Studies 151: Intro to the Humanities
Fall 2000
Sec. 8—LA 105, 9:40-11:00
Sec. 9—LA 202, 2:10-3:30

Michael Kreisberg
Office: 724 Eddy (basement, #8)
Hours: T: 12-2, Th: 1-2 & by appt
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I. Texts:

New Oxford Annotated Bible (NRSV)
The Odyssey (Fitzgerald)
Sappho (Barnard)
Greek Tragedy (Grene & Lattimore)

Five Dialogues of Plato (Grube)
Confessions of St. Augustine (Warner)
FacPac
The Book of Job (Mitchell) [recommended]

II. Readings / General Lecture / Film Assignments*:

9/5 Foundations / Introductions
9/7 Genesis 1-11 & (FacPac, 4-20)
Lecture: *The Edenic Myth: Beginnings*,
Prof. Pack
9/12 The Odyssey, Bks I-IV
9/14 The Odyssey, Bks V-VIII
Lecture: *The Odyssey*, Prof. Quartarone
9/19 The Odyssey, Bks IX-XII
9/21 The Odyssey, Bks XIII-XVI
Lecture: *Greek Art*, Prof. Todd
9/26 The Odyssey, Bks XVII-XX
9/28 The Odyssey, Bks XXI-XXIV
Lecture: *Women in Antiquity*,
Prof. Gillison
10/3 Sappho & Archilochus (FacPac) {Papers}
10/5 Genesis 12-22 (Avraham)
Lecture: *Greek Lyrics*, Profs. Welch &
Dunsmore
10/10 Genesis 23-36 (Yaakov)
10/11 Film: The Abraham File
10/12 Genesis 37-50 (Yosef)
Lecture: *Reading the Torah*,
Prof. Kreisberg
10/16 Exodus 1-20
10/18 Film: Weapons of the Spirit (req.)
10/19 Ex 24, 32-34; Dt 5,8,28-30, 34 {Revisions}
Lecture: *The Prophetic Tradition*, Prof.
Kreisberg
10/24 Jonah; Amos
10/26 Hosea
Lecture: *Islam & Koran*, Prof. Kia

10/31 Job
11/2 Job
Lecture: *Job*, Prof. Clark
11/7 General Election Day—No classes
11/8 Film: Iphigenia
11/9 Oedipus {Papers}
Lecture: *Greek Drama*, Prof. Bigley
11/14 Oedipus
11/16 Hippolytus
Lecture: *Pre-Socratics & Lucretius*,
Prof. Quartarone
11/21 Pre-Socratics (FacPac, 83-96), Lucretius
(FacPac, 97-114), Thucydides (FacPac, 141-158)

*****Thanksgiving Vacation*****

11/28 Plato: Euthyphro, Apology
11/30 Plato: Apology, Crito; FacPac, 159-161
Lecture: *Plato*, Prof. Perrin
12/5 Mark & FacPac, 173-180
12/7 Mt 5-7, Lk 15, Romans
Lecture: *The Gospels*, Prof. Bigley

12/12 The Confessions
12/13 Film: The Seventh Seal
12/14 The Confessions
Lecture: *The Confessions*, Prof. Fandozzi

FINAL WEEK Schedule:

Sec. 8—Th (12/21), 10:10-12:10
Sec. 9—Tu (12/19), 3:20-5:20

* **General Lectures:** Thursdays in ULH (11:10-12) and repeated in SS 352 (7:10-8:00).

* **Films:** 3-5pm & 7-9pm (NULH, see Wednesday dates above). Required: Weapons of the Spirit plus one other.

—Drop/Add Deadlines: by Dialbear (9/25); no \$\$\$ back (10/16)—

III. Writing Assignments

Lecture responses: To be explained in class (also see below) and submitted on Tuesday in class (40%).

Papers: A 3-4 page essay (1,000 words) on *The Odyssey* due 10/3 (20%), then revised and due 10/19 (10%); a 3-4 page essay on the Jewish materials due 11/9 (20%). (See reminders above and discussion below: Topics to be discussed.) **{RETAIN ALL WRITTEN WORK TILL SEMESTER'S END.}**

IV. Ethical Contract

Everyone is expected to attend all lectures (tapes are at IMS by late Thursday afternoon) and two films, stay current with reading assignments, get all written work in on time, and come to class prepared to participate in discussions. Grades will be based on written work (90%, see above) and contributions to discussions (10%). Three absences or excessive tardiness may significantly lower one's grade AND lead to additional assignments. **Choosing to remain in this class constitutes agreement with this contract. Please take some time to consider this carefully.**

Re: Writing Assignments

Lecture responses: Each of you will write a critical response to 10 of the general lectures. By 'critical response' I mean for you to focus on a central subject raised by the lecturer which you are to explore clearly and carefully. This subject is to be anchored in the lecture, then worked with as you see fit (with more or less attention paid to the current reading)—but these responses are to be serious, thoughtful, original and of substance. Note that responses are not reactions; rather, they are intended to provide you with a disciplined process for pondering your understanding of the ideas and perspectives raised in the lectures as well as by our readings and discussions. Over the next few months, this regular and steady writing should provide you with a substantial running commentary on your questions, frustrations, discoveries and imaginings as we move through the course. Primarily these weekly responses, these mini-papers, are to serve you; my role is to try to keep you sharply focused and writing clearly and effectively (and vividly and passionately and...). Remember, however, that these are academic projects and account for a major part of your grade; so I expect thoughtful and attentive work to be done in them. *As reader, I always need to see in what you write concrete language and examples—"minute particulars"—quoted/cited from lectures and texts.* The objective here is to get you to pay stricter attention to the interconnected process of reading/thinking/listening/writing—and, of course, to get you to feel more at ease speaking up in class discussions. You should use these lecture responses to pose and (begin to) answer the questions you are encouraged to bring to each class. Thinking about the connections between lectures and readings, then developing these in your own words into lucid and significant responses, should also make participating in class discussions both more productive and more fun. These lecture responses are expected to be one-to-two pages in length (300-500 words), typed and double-spaced. For those needing/wanting help on writing, see note about the *Writing Lab* below. This confidential resource (which you have each already paid for, by the way) is not meant to substitute for whatever help I can provide. This is my job, remember; yours, is to seek me out. Don't procrastinate. As poet and artist William Blake insists, "Eternity is in love with the productions of time"—so, let's have a productive semester, yes?

Papers: There will be three scheduled papers (see above), the second a revision of the first. Possible topics will be suggested as we move through the material, and you may well discover what you want to write about at more length as you work on your lecture responses. I expect you to write thoughtful, well-argued and well-organized papers, choosing your topics wisely and paying serious attention to grammar, punctuation, etc. The *Writing Lab* (LA 109 & 110, ext. 2275) is an excellent resource. (In addition to the assigned papers there may be occasional in-class writing activities.)

Papers are to be typed, double-spaced, lengths specified above, and with 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 original essay even while you expand it. We will be discussing this process at some length in class. We can get together to talk about any assignment (or anything else, for that matter).

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