

General Education Course Proposal

Proposed Course: HUM 10 Introduction to the Humanities Units 3.0
Prefix No. Title

Department: Foreign Languages & Literature School: Arts and Humanities

GE Category (Indicate one category only):

Foundation: A1___; A2___; A3___; B4___
Breadth: B1___; B2___; C1___; C2_x; D___; E___
Integration: B___; C___; D___; International/Multicultural___

Existing Course x; Revised Course ___; New Course ___

Course Included in Current GE Program x

New courses require the Undergraduate Course Proposal form in addition to this form.

Revised courses require the Undergraduate Course Change Request in addition to this form.

Proposed catalog description: Limit course description to 40 words using succinct phrases. Include prerequisites, limitations, lecture/lab hours. Indicate former course number, e.g., (Former Biol 105)

Interrelationships among art, literature, music, and philosophy, from Greece and Rome through the Renaissance.

Enrollment limit per section: 50

Expected number of sections per semester – Year 1 2; Year 3 2

Attachments:

1. A statement presenting the ways in which this course meets the Specifications provided in the appropriate section of the General Education Policy as well as in the Policies for Inclusion and Evaluation of General Education Courses.
2. A statement of elements common to all sections of this course, identifying content, objectives, required student activities, grading policy, representative texts, and an approximate schedule for the course. Required student activities include such things as papers, research projects, homework, laboratory and/or studio performance, recitations, participation, attendance, and exams.
3. A typical syllabus for a particular offering of the course.
4. Any special cost factors associated with this course.

Approval for Inclusion in General Education

Bruce Thornton 2-13-98
Department Chair Date

Yvonne Mornin 4/22/98
School Curriculum Committee Date

Kevin J. Costa 4/22/98
School Dean Date

P. J. Conrad 12/15/98
General Education Subcommittee Date

Brandt Kehoe 12/22/98
Associate Provost Date

2. Elements Common to All Sections of Course

1. **Content:** All sections will teach Western aesthetic, political, and literary values and ideas through primary works of art, sculpture, poetry, history, philosophy, and religion. Such ideas may include, but are not limited to, issues such as 1) The relationship between and definitions of the individual and society; 2) The relationship between and definitions of culture and nature and their role in forming human identity; 3) The relationship between and definition of reason and passion in human identity; 4) Conceptions of the Good and human goods; 5) Definitions of virtue and the virtues, and their acquisition; 6) The nature of Beauty; 7) Literary criticism and its relationship to ethical and moral issues; 8) The nature of God and his relationship to human life. These themes and ideas will be experienced through primary works, and techniques of criticism and analysis practiced by students in written work and examinations. Interrelations among artistic media as well as connections to modern culture will be emphasized. Primary works must be chosen to reflect historical range and a variety of genres and creative media.

2. **Objectives.** Students will finish each section having read the assigned primary works, participated in class discussion, and demonstrated critical ability and understanding of course themes through essay examinations and formal essays.

3. **Activities.** Completion of assigned readings; attendance; class discussion; essay examinations; formal essay (writing to total 2000 words). The formal essay will be evaluated on the basis of mechanical/grammatical correctness **and** the presentation and development of the thesis as well as the coherence of the argument. Students will be recommended to use the *MLA Handbook* for the format of their essays.

4. **Grading Policy.** Students must average at least 60% on all work during the semester in order to pass the course. No more than 5% credit for extra projects will be allowed. Class attendance and participation will earn 10% credit.

5. *Text*. Texts will be selected from the classics of Western literature such as (but not limited to) Homer's *Iliad* and *Odyssey*, Greek tragedy and comedy, historical writings of Thucydides and Herodotus, philosophical works of Plato and Aristotle, lyric poetry, the works of Vergil, Horace, Ovid, Livy, Juvenal, Martial, Augustine, Boethius, Dante, Chaucer, Shakespeare, Montaigne, Rabelais, etc. Anthologies such as *The Norton Anthology of World Masterpieces*, Vol. I, or *Literature of the Western World* Vol. I will be acceptable. See sample syllabus for other examples of primary texts. Secondary works may be used as well, providing they are general introductions suitable for undergraduates, such as H.D.F. Kitto's *The Greeks* or John Boardman's *Greek Art* or Terence Irwin's *Classical Thought*.

6. *Schedule*. Each week students will read from assigned works, identify and discuss major themes, and relate to modern society and culture. Given the wide variety of primary works available to instructors, actual schedules will vary depending on media chosen. However, each section will each week address the three objectives enumerated above. The following schedule offers an **approximate** breakdown of the time devoted to each topic.

Weeks 1-2 should introduce students to historical context, define and **discuss the methodologies and techniques of literary analysis, philosophical inquiry, appreciation of art, etc.** depending on the topics chosen by the particular instructor. However, **all** sections will spend at least two weeks of the semester on such introductory and propaedeutic materials.

Weeks 3-5 should introduce one to two themes which will be defined and discussed, and coordinated with the readings from primary texts. The course should every class meeting move between the somewhat abstract idea and the specific, more concrete embodiment of it in the assigned readings.

Weeks 6-10 Will introduce a new theme (or two) that should be related directly to the previous and likewise is defined and discussed in the context of the primary readings.

Weeks 11-15 Two more themes may be introduced.

Ideally, each course will develop from 3-6 topics or themes for the whole semester, spending four weeks for each theme or pair of themes.

There are no special cost factors associated with this course.

Syllabus
Humanities 10

Introduction to the Humanities (3 Units)

Interrelations among art, literature, and philosophy from Antiquity to the
Renaissance.

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Texts

Iliad, trans. Richmond Lattimore
Apology, Plato
Greek Art, John Boardman
Medea, Euripides
Aeneid, selections, Vergil
Dante, *The Divine Comedy*, selections
Shakespeare, *Hamlet*

Requirements

1. Class attendance and participation (10%)
2. Two essay examinations, each 400 words minimum (60%)
Essay: 1200 words minimum; topic choice will be made from class discussion topics; choice of topic and primary work must be made by Week 6 and cleared with instructor; Essay due Week 10 (approx. 4.5 pages; %30)
All essays will be evaluated on the basis of mechanical/grammatical correctness **and** presentation and development of thesis as well as coherence of argument. Students should use the *MLA Handbook* for the format of their essay.
3. Extra Credit (5%)

Grading Scale

100-90 A
80-89 B
70-79 C
60-69 D

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Course Goals

Students will finish the semester having read assigned primary works, and understood major themes and ideas identified in class discussion and lecture, as evidenced by passing performance on essay exams covering these themes and ideas. In addition, students will demonstrate their comprehension of these themes and ideas, and their significance for contemporary culture and society, by written analysis in a formal essay analysing class discussion topics as they appear in primary cultural works not covered in course.

Course Policies

Students are expected to attend class with their books, and having read the writings assigned. Late work, whether exams or exercises, will not be accepted except for legitimate emergencies (sickness, death in family, child-care problems, work conflicts, accidents).

Class participation is mandatory. Everyone is expected to contribute to Discussion topics, which also are possible paper topics. Everyone will be treated with respect and consideration. Talking, eating, or sleeping in class is not acceptable. Students who are having difficulty are encouraged to meet with the professor during office hours for extra help.

Cheating and Plagiarism will be dealt with according to the policies set for in the Catalogue and Schedule of Courses. Students with disabilities should communicate their needs to the instructor and the university.

Schedule

All readings must be completed before class. Instructor reserves the right to adjust the schedule.

Week 1: Introduction: How to read literature; Analysing literature and cultural products for themes and ideas: Theme 1: The critique of aristocratic values; *Iliad* Book 1.

Week 2: Introduction: How to read literature; Analysing literature and cultural products for themes and ideas: Theme 1, cont.: Achilles and the crisis of aristocratic heroism; the rise of individualism: Theme2: Human identity as a problem; *Iliad* Book 9, 22-24; Discussion topic: How do we define a human being?

Week 3' The Socratic solution to human identity: Man is a rational animal: *Apology*; virtue is knowledge.

Week 4: Apology; the rational individual vs. society; Discussion topic: Is virtue knowledge?

Week 5: The individual in Greek sculpture and vase-art; John Boardman, Greek Art.

*Week 6: Theme 3: The role of women; Medea; discussion topic: are women more passionate than men? Discussion of formal essay topics: **students must choose a topic this week and clear with instructor.***

Week 7: From Greece to Rome; Rome's literary debt to Greece: Exemplar: Vergil's Aeneid and its links to Homer and Euripides. Aeneid Book 1.

*Week 8: Theme 4: The problem of the hero, again: the conflict between the individual and political and social responsibility: Aeneid 2-6. **Midterm.***

Week 9: Discussion topic: what are our political responsibilities? Duty and self-sacrifice: Aeneid 10, 12.

*Week 10: From Classical to Christian: the transformation of Hellenism into medieval Christianity; Theme 5: reason and revelation; man's relationship to God; Inferno Cantos 1-5; **Essays Due.***

Week 11: Love makes the world go 'round: the structure of the soul, Love and Reason and their relationship; Purgatorio Cantos 13-18.

Week 12: Discussion topic: How does medieval Christianity compare to modern? Classical rationalism vs. Christian; Purgatorio

Week 13: The "Discarded Image": The rise of science and the breakdown of the Medieval world view. Theme 6: The division of reason and revelation; Hamlet; Slides: Depictions of Jesus and his divinity/humanity in medieval and Renaissance art: Discussion: How do we view Jesus today?

Week 14: Hamlet as modern and medieval; modern film versions of Hamlet; Freudian interpretations. Discussion topic: Does Hamlet have an Oedipal conflict?

Week 15: Hand back essays; finish Hamlet; discuss possible final essay questions

Final Examination will be administered during Finals Week

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