

680:021-03 - Humanities 1 - Spring 2008

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Time & Place of the Course: 9:00 M W F – Sbn 07

Office Hours: 2:00 – 3:15 M T W

Other times by mutual consent

All office hours are held in the Maucker Union

Please note: I may be sitting in the Union at other times. If I am in the Union, I am accessible to students. Do not be afraid to approach me, even if I am reading a book (which I usually am).

Goals and Objectives for the Course

Humanities courses have two intertwined components: a general history of Western civilization and a sustained look at some important texts representing various historical periods. The history portion of this class discusses key figures, events, ideas and values that are most influential in shaping our present world. Primary texts in literature, religion and philosophy make past ideas and events relevant for our present time.

- ☞ 1] To learn about the major events and ideas that shape Western civilization.
- ☞ 2] To learn factors that impact Western thought, social institutions and our daily life such as our roots in Mesopotamia and Egypt, the impact of Greece and Rome, the centrality of ethical monotheism, and the formative period of Western Civilization called “the Middle Ages”.
- ☞ 3] To learn how to view our current situation in a long perspective, how to understand that historical events arise from certain causes and conditions so that we may understand how contemporary society continues to be shaped by its past.
- ☞ 4] To develop the skills of reading, writing, analysis, discussion and critical and empathetic inquiry which ever remain at the core of a liberal arts education.

This course, and others like it that are common to all UNI students, constitute the **Liberal Arts Core** curriculum. The “Liberal Arts” are courses of study intended to “liberate” (hence the term *liberal* arts) us from ignorance, narrow-mindedness, apathy, and suspicion of the new or different. the Liberal Arts Core, we learn about ourselves and our culture, as well as about those who live in cultures vastly different and strange. The Liberal Arts Core curriculum gives students an opportunity to learn to think and communicate clearly; to work cooperatively; to know how to find information and evaluate it; to solve problems; to appreciate the fine arts; to make sound moral deci-sions; to contribute to civic and political life; to understand religious, social, cultural, and individual differences; to use and evaluate science and technology; to develop a love of life-long learning; and to lead productive lives that are rich and meaningful.

READING ASSIGNMENTS

A Word to the Wise (Those who want to gamble on ignorance and the grade ignorance deserves can ignore this): I strongly recommend that you read the assigned material before class. You may not fully understand everything but at least you will get a rough view of the territory. After class, go over the reading again and see how things fall into place. If they don't, ask questions.

Books for this course:

Spielvogel, Western Civilization, Vol A, West Publishing

The Epic of Gilgamesh

Homer, Iliad (Rouse Translation preferred): arrival at bookstore delayed

Bible (New English Bible preferred)

Dante, Inferno (Mark Musa translation preferred)

The following is the assignment of readings in Spielvogel; the primary sources are coordinated with it. I cannot guarantee that I can keep precisely to this schedule but I will give tests on the dates indicated to make your planning easier. I will tell you what will be covered in time for you to prepare and review for them.

Wk 01 – 14 Jan = Sp: C1

Wk 02 – 21 Jan (MLK) = Sp: C2 – Begin Gilgamesh

Wk 03 – 28 Jan = Sp: C2 – Gilgamesh

Wk 04 – 06 Feb = Jewish Scriptures: Gen 1-11 & Book of Amos

First Test = 10 Feb

Wk 05 – 11 Feb = Sp: C3 – Begin Iliad

Wk 06 – 18 Feb = Sp: C4 – Iliad

Wk 07 – 25 Feb = Sp: C5

Wk 08 – 03 Mar = Sp: C6 – Christian Scriptures: Matthew

Second Test = 07 Mar

Wk 09 – 10 Mar = Sp: C7

Wk 10 – 17 Mar = Spring Break

Wk 11 – 24 Mar = Sp: C8

Wk12 – 31 Mar = Sp: C9

Wk 13 – 07 Apr = Sp: C10 – Begin Inferno

Third Test = 11 Apr

Wk 14 – 14 Apr = Sp: C11 – Inferno

Wk15 – 21 Apr = Sp: C12

Wk 16 – 28 Apr = Sp: C12

Wk 17 – Final Exam = 07 May, 10:00 am

Class Format

I intend this class to be conducted with a mix of discussion, writing and lecture. **You are responsible for material in the reading even if it is not covered in lecture. You are responsible for material in lecture, even if it is not in the reading.** You should shape your reading schedule and attendance pattern accordingly.

Common Courtesy

#“Do unto others as you would have them do unto you” is a good guide to proper behavior in class.

#Please confine all side conversations to a minimum. It is distracting both to me and to others. Take warning – I have been known to intervene from the podium.

#Please do not leave before class is dismissed. If you have a long way to go to get to your next class, please tell me beforehand and I will pace the class accordingly.

#What I say in lecture is more likely to be on the next test than local goings-on reported in the Northern Iowan. Your attention should be prioritized accordingly.

Staying in touch with me

I hold office hours in the Maucker Union to encourage you to avail yourselves of them. **Office Hours: 2:00 – 3:15 M T W**

If you have any questions, issues, or problems that you want to discuss, send me an e-mail about them. I try to answer all e-mails promptly. **Make sure that your name and the course are in the message so that I can respond to you personally.** You should also indicate the course on the subject line.

You should also know that leaving a message on my voice mail is **not** an effective way to communicate with me. Put any papers or messages for me in my mailbox in 135 Baker Hall – do **not** stick them under my door.

University Services

MAILSERV

The Computing Center has provided a MailServ system which enables all of us to communicate directly with each other. This is an important service because I will be distributing notes and study guides exclusively through the MailServ.

I will shortly send out a test message to see if everyone in the class is connected. If you are not, there is a simple procedure for establishing the connection.

Late registrants may add themselves to the list by sending a message to mailserv@uni.edu where the ***body*** contains these two lines:

SUB 680-021-03-Spring
END

In a similar manner, students who drop the course may remove themselves from your list by sending a message to mailserv@uni.edu where the ***body*** contains these two lines:

UNSUB 680-021-03-Spring
END

Students encountering problems should contact the Computing Center #3-5555.

Weather Policy

Being in Iowa, we are likely to have inclement weather in the winter months. Present university policy puts responsibility for holding classes during inclement weather on the individual instructor and does not as a matter of general practice close the university as a whole. This being so, the following principles apply:

1] I do not expect anyone to risk life and limb to come to class. If prudence dictates you stay off the streets and not come to the university, that is sufficient reason not to come. You will be permitted to make up any assignments missed without penalty.

2] If the Cedar Falls school system closes, this automatically signals that I will not be holding class. Please do not call my home or the departmental office to ask if there will be class. Closing the CF schools will be sufficient to inform you that there will be no class that day. We will simply take up where we left off the next class day. To clarify further, this policy takes effect from the moment that the CF school administration makes the public announcement, even if I happen to be on campus or have class earlier in the day.

Examinations

All these names and facts you are learning should contribute to carrying on an intelligent conversation about persons, events and ideas that shape modern civilization. Our testing is going to reflect that. The tests will have multiple choice questions, matching and true /false questions and will cover the factual material of the course.

You should come prepared with a pencil to mark the machine-readable answer sheet. Check your student number before the test is passed out if you do not already know it. When you receive your test, you put your name at the top of the question sheet. In the appropriate places on the answer sheet: Fill in your name. Fill in the dots for your name. Fill in your number. Fill in the dots for your number. Failure to fill in the dots runs the risk of not having your score recorded.

During the test, I entertain questions **only** on the format of the test– typographical errors, mis-numbering, obvious mistakes in wording and the like. I will not clarify a question further nor amplify upon what a question means. Neither will I define words in the question.

After the tests have been graded, scores are posted on the bulletin board outside Baker 135, the Philosophy & Religion office. A table with letter grade equivalents will be on the score sheet. Scores are listed by student number only. If for some reason, you do not want your score listed with the others, provide me with a stamped self-addressed postcard and I will mail the score to you. It is not practical for me to dig out individual test to see what you got wrong. **Answer sheets are not available for later examination.**

There are no make-up tests. If extraordinary circumstances force you to miss a test, then you will see me for an alternate writing assignment in the form of a make-up article

The Make-Up Test Article

The principal writing assignment in the course is the “encyclopaedia article”. You will be required to write one article for the course and an additional article to make up for any missed tests.

An “encyclopaedia article” is a paper written solely for the purpose of informing the reader in some detail about a narrowly defined subject relevant to the course. It should stick close to the

facts. It is not intended to be a personal opinion piece. An encyclo-paedia article is longer than a dictionary citation but shorter than a research paper. To give some sense of length, a complete article will be about two single-spaced pages.

I am flexible about the topics chosen for the articles but I encourage you to reach out to areas in the course material that we might not cover otherwise. This is an excellent place to get into topics that particularly interest you but which we are unable to cover in class. It may concern an event that you would like to know more about, a person that interests you, or some artifact of civilization– a piece of art, music, poetry, even clothing and cuisine – that has meaning for you. You may investigate some element of the history or background of your major. **I strongly advise you to check with me about the topic first if you have any doubts as to its suitability.** This can be done in person or by e-mail.

Format of the Article

- #The title of the article is the subject of the article. It goes at the top of the paper.
- #The body of the article should be single spaced.
- #Paragraphs should begin at the left hand margin.
- #The paragraphs should be fully “justified” – both left-hand and right-hand margins. An example of justification is this syllabus.
- #There should be a blank line between each paragraph.

Grammar, spelling, organization and clarity of language will be factors that go into grading the article.

Your name, the course, the semester **and the test being made up** all go at the end of the paper, **not** the beginning.

All important ideas and central facts must be given citations. Insert the last name of the author being cited, a colon, then the page number from which the citation comes in square brackets. For example, if you got an important point from page 32 of Mircea Eliade’s book, Cosmos and History, Harper Torch Books 1963, you would cite it [Eliade: 32]. You then give the complete citation: author, title, publisher, place and date at the list of sources at the end of your article.

You must have at least two sources excluding the textbook. You may use the Internet but at least one of the sources should be a print book and if you use the Internet, you must use at least one source beside Wikipedia.

Plagiarism – copying from a source or from a friend and passing that copy off as your own work – constitutes fraud. You will not only get a zero for the assignment but there may be other unpleasant consequences in addition. As with cheating, just don’t do it.

Writing Assignments

There are several kinds of writing assignments that may be part of the course, for example, the short reflection piece, and the talking points for discussion.

A **“talking points” memo** is simply a paper on which you have written points about our reading that you intend to contribute to our discussion. It is primarily a means to prepare you to be involved actively in the examination of the text. These points may be questions, reactions, things that you were impressed with, things that struck you negatively etc. they need to be written out in enough detail for me to understand what you are thinking, even if you do not have a chance to present them in class.

Your talking points must be on standard paper and word-processed and generally turned in after the first day of discussion. You must keep an additional copy of it since it is likely that we will spend more than one class period on the subject. Each talking points memo will be worth 1 grade unit and will be graded on the basis of clarity and evidence of thought.

The short reflection piece enables you to think about a particular topic and share your views and considered opinions. It should be no longer than three pages double-spaced. It is likely to be part of a discussion on the day it is due. The paper is worth one grade-unit and will be graded on the basis of clarity and evidence of thought.

Determining Your Grade in the Course

Your grade will be based on three midterm tests, any assigned papers and a comprehensive final exam. The following grading system enables you to know how you are doing at any point during the course. **It is your responsibility to keep track of your grades.**

Every assignment, quiz or test is worth a certain number of grade units announced when the test is given or the assignment is made. A writing assignment is generally worth 1 grade unit. A test is worth 1 grade unit per 10 questions so, for example, a 50 point test would be worth 5 grade units.

When I receive the raw scores for a quiz or test, I assign letter grades based on a curve and put the curve on the print out. I do **not** use percentages in making the curve with the following exception: 60% or below is Failing, above 60% is Passing. This means, for example, that 12 out of 20 would be an F, 13 would be no lower than a D. All other letter grades are “curved”.

The following procedure lets you know exactly how well you are doing at any point in the course.

1] Find your raw score on the list—they are listed by student number only.

2] Then see what the letter grade equivalent to that raw score is: A, B+, C– etc. **The raw score now has no further significance.** I do not even record it in my grade book.

3] Translate the letter grade into the grade points according to the following chart.

A = 10; B+ = 08; B– = 06; C = 04; D = 2
A– = 09; B = 07; C+ = 05; C– = 03; F = 0

4] Multiply that grade point number by the number of grade units. This is the total number of grade points you received for that assignment or test. This is what I record in my grade-book. Example– If a test is worth 5 grade units and you got an 44 which might be a B+, translate the B+ into an ‘8’ then multiply by the 5 grade units for a total of 40 grade points. Please remember that grade points are independent of raw score.

You can always tell how you are doing in the course by adding up the total number of grade points you have then dividing that number by the number of grade units. In the division, I round down .49 and below, and round up .50 and above. A 4.32 would be a 4 or a C whereas a 4.52 would be a 5 or a C+.

Questions about a Grade after the Final

Occasionally, students have questions about how I arrived at a grade at the end of the course. I take such questions seriously but the following format **MUST** be followed. You must provide me with 1] your full name; 2] your student number; 3] the class you were in; and 4] a complete list of your letter grade and grade points by assignment or test. I will then check to see if your record corresponds with mine. If I have made an error in calculation, I will be happy to correct it and put through a grade change form.

13 January 2008

The Problem of Cheating

While admittedly an imperfect system, tests and quizzes do provide some reliable base for determining what you have learned in this course so that an appropriate letter grade can be

given. This assumes that test results truly represent what each student, using only his or her own knowledge of the material, has learned. Ideally, every student gets what he or she deserves.

People who cheat pervert this process. They are parasites on the efforts of others. They make their fellow students do the studying which they themselves disdain to do. By manufacturing higher scores than they deserve, cheaters raise the curve on those who rely only on their own effort. They make it harder for those playing by the rules to get the letter grade they would otherwise merit. Cheating punishes the honest who have strived to master the material and rewards those who are not doing the work of the course. This stands justice on its head. It compromises the integrity of the entire grading process. For that reason, cheating is condemned by anyone who is in the least bit sensitive to what an education should mean.

To counteract this immoral minority who seek an unfair advantage over their fellow students, I am forced reluctantly to institute policies in test taking to preserve the integrity of the testing system and to insure that final grades are a just reward for your efforts.

1] No communication is permitted until all tests are collected. If you communicate in any way with another student – talking, signaling, passing notes etc – while the test is being administered, you will receive a 0 for that test. Bear in mind that you can be expelled from the University for cheating.

2] If you are observed looking at another student's test, your test will be confiscated and you will receive a 0 for that test. If you permit another student to look at your test, you will receive a 0 for that test.

3] Radios, or anything with earphones, hats or sunglasses are not to be worn during the test period. Any and all of these can and have been used to subvert the testing process.

4] During the test, I will entertain questions only on the format of the test– typographical errors, mis-numbering, obvious mistakes in wording and the like. I will not clarify a question further nor amplify upon what a question means. Neither will I define words in the question.

The Problem of Plagiarism

When you submit an essay or a research paper or any other kind of written assignment with your name on it, you are implicitly saying that this paper is your own work. The grade given for the assignment is based on the idea that it is your own work, your own thoughts, your own ideas, and your own effort.

To copy someone else's work and pass it off as your own essentially makes a liar out of you. You are committing fraud. You are claiming that you did the work; these ideas are yours when in reality they are someone else's. It does not matter if you have copied from some books in the library, off the Internet or from a friend. Plagiarism is copying another person's work and passing it off as your own.

Acknowledging your sources by using bibliography and citation notes is a way of giving credit where credit is due. It also is a way of highlighting what in the paper is your original work. This is simply a case of doing unto others what you would have others do unto you. If you have an original idea about something, you wouldn't want others going around taking credit for it. Neither do other people.

What needs to be cited and what can simply be set down as common knowledge is often a judgment call and I am willing to discuss specific cases. It is also sometimes difficult to determine the amount of similar phraseology that counts as plagiarism. Again this is often a judgment call but one to which students should be sensitive.

Section 3.01 of the Student Handbook, Academics/Discipline prescribes the penalties applying to people caught plagiarizing. Please consult that section for further details.

One other point: It is considered a breach of academic ethics to turn in the same paper for two different courses. It is like trying to cash the same check twice.

13 January 2008

Humanities I
Summer Session I: May 12-June 6, 2008
Professor Charlotte Wells

INSTRUCTOR INFORMATION:

Name: Professor Charlotte C. Wells

Email: charlotte.wells@uni.edu

Office: 314 Seerley Hall

Office hours: Monday through Friday, 12:30-1:15 p.m. Other times by appointment.

Phone: 273-2925

WEBCT:

Information and materials for this course can be found on its Web site. You can access the site by pointing your browser to: WebCt.uni.edu. To log on, type the name and password used for your UNI e-mail address. Signing on will take you to a home page on which all your courses that have WebCt components are listed. Click on Humanities I to reach the site for this course. There you will find the syllabus, class outlines and test study guides, a record of your grades and e-mail for the course. Announcements of changes in test dates and assignments will be made using this system, so it is a good idea to check it often. **IF YOU HAVE PROBLEMS USING WEBCT, LET PROFESSOR WELLS KNOW AS SOON AS POSSIBLE!**

COURSE GOALS:

Students will become acquainted with the main developments of Western civilization from its beginnings until approximately 1300 CE. Western civilization is defined as that which began in the Mediterranean area, developed in Europe and then spread to North America, eventually coming to dominate, for good or ill, most other parts of the world. You will also read some examples of literature produced by the great civilizations of the past, with the hope that you will see that the basic issues of life, death, and morality have been a constant throughout history, though each of the civilizations we study viewed them slightly differently.

COURSE REQUIREMENTS AND GRADING:

Your grade in Humanities I will be based upon four unit exams of 50-60 points each which will cover lectures, textbook readings, and discussed works of literature. These tests will take place during the second hour of class on Fridays. Test Four will have an optional comprehensive section for those who want to improve their grade by earning extra points. When all test scores have been weighted, your letter grade for the course will be based on the percentage you have achieved of all points possible in the course. Letter grades will be assigned according to the following scale:

100-93%=A;

92-90%=A-; 76-73%=C;

89-87%=B+; 72-70%=C-;

86-83%=B; 69-67%=D+;

82-80%=B-; 66-63%=D;

79-77%=C+; 62-60%=D-;

Below 60%=F

Intangible factors can also affect your grade. Showing interest and effort by asking or answering questions in class or coming to Professor Wells' office hours to ask for help if you need it will have a positive effect. Evidence of disinterest, such as sleeping or doing homework for other courses during class, will have a negative effect.

STUDENT RESPONSIBILITY:

Students are responsible for knowing the information contained in this syllabus, keeping informed about scheduled test dates, getting notes they may have missed when absent from class, understanding the directions for assignments and maintaining acceptable behavior in class. Failure in any of these areas will result in a lower grade.

ABOVE ALL, students are responsible for making the effort needed to learn the material covered in the course. Professor Wells will be glad to help you with suggestions about how to do this, but your success or failure in this course is really up to you.

While in class you are expected to give your attention to the professor and the subject matter. Listening carefully, taking notes, and asking questions will help you learn. Studying for another class, sleeping, text messaging, checking phone messages or your date book or holding private conversations are not acceptable behavior. Those indulging in them will be asked to stop and told to leave if the behavior is repeated. Cell phones, pagers, beeping watches, etc. should be turned off during class. Students will not be penalized for missing class, since anyone foolish enough to think he/she can miss more than one or two classes in such a short and concentrated course will inevitably take the consequences when grading time arrives.

Any student caught attempting to cheat on an exam, whether by getting the answers in advance or by any other method, will receive a grade of "F" for that test. A second instance will result in failure of the course. Any student who refuses to comply with the professor's precautions against cheating in a test situation will receive a grade of "F" for that test.

BOOKS:

Brian Levack, Edward Muir, Meredith Veldman and Michael Maas, The West: Encounters and Transformations, 2nd. Ed., Volume A. (New York, Pearson Longman, 2007) ISBN: 0321384148

Links to on-line copies of the works of literature for the course are available via WebCt!

READING ASSIGNMENTS AND COURSE OUTLINE:

WEEK OF May 12: Topics: Invention of agriculture, Mesopotamia, Egypt, Hebrews. Read W: E&T, Chs. 1 & 2, Ch. 3 pp. 62-66 and *Gilgamesh*; Discussion of Gilgamesh second hour Tuesday; Test One Friday, second hour.

WEEK OF May 19: Topics: Greece, democracy, Persians wars, Art & Philosophy, Alexander the Great. Read W: E&T, Chs. 3& 4; *Oedipus the King*. Discussion of *Oedipus* Tuesday, second hour; Test Two Friday, second hour

WEEK OF May 27: Topics: Rome & the Origins of Christianity. Read W: E&T, Chs. 5& 6; *The Haunted House*. Discussion of *Haunted House* Tuesday, second hour; Test Three Friday, second hour. **NO SCHOOL MONDAY, MAY 26 (MEMORIAL DAY)**

WEEK OF June 6: Topics: Islam, Byzantium & Medieval Europe. Read W: E&T, Chs. 7, 8 & 9, *Sir Gawain and the Green Knight*. Discussion of *Sir Gawain* Tuesday, second hour; Test Four, Friday, second hour.

SPECIAL HELP:

I. Students who need extra arrangements to take notes, complete exams, etc., because of learning disabilities or other impairments should contact the [Office of Student Disability Services <http://www.uni.edu/counseling/ODS.html>](http://www.uni.edu/counseling/ODS.html) during the first week of classes. Their phone number is 273-2676. All arrangements for special help must be made through this office. Once I hear from them, I will be happy to do anything I can to help you learn.

II. Students who are not native speakers of English, please introduce you during the first week of classes. Once I know who you are, we can decide how best to help you have a successful learning experience in this course.

WARNING!!!!

It is impossible to study the history of Western civilization without encountering sex, violence, and religion--sometimes all three at once! While we attempt to remain within the bounds of good taste and civility, we will address these topics as they are relevant. In particular, while we intend no disrespect to anyone's belief systems, the development of Judaism, Christianity, and Islam will be presented from an objective historical perspective. If you are particularly sensitive to issues of this nature, you might want to take Humanities I from another instructor.

HUMANITIES I - 680:021

Fall '08

Dr. Julia Lowell, Dept. of Sociology, Anthropology and Criminology

Office: 328 Baker Phone: 273-2473 E-mail: Julie.Lowell@uni.edu

Hours: On Mondays from 2:00 to 4:00 and on Wednesdays from 2:00-3:00, I will be available for walk-ins. If these times will not work, please make an appointment with me for another time, or feel free to stop by my office. I am usually there.

REQUIRED TEXTS: (Use the editions ordered for the class)

I. General Text: Western Civilization; Vol. A: to 1500, by J. J. Spielvogel, seventh edition.

II. Literary Readings:

- a. Bible (any edition)
- b. Iliad, Homer (Hackett)
- c. Meditations, Marcus Aurelius (Modern Library)
- e. The Divine Comedy- Inferno, Dante (Penguin)

Pace yourselves on your reading, so that each assignment is completed on the due date. Be sure to start your literary readings well in advance of quiz and discussion days.

GRADING:

Percent of Final Grade

A. Three Unit Exams

| | |
|--------|-----|
| Exam 1 | 20% |
| Exam 2 | 20 |
| Exam 3 | 20 |

B. Four Announced Quizzes on Literary Readings

20

C. Four Essays on Literary Readings (Pass-Rewrite)

20

100%

GOALS OF CLASS:

1. To familiarize students with rudimentary **cultural and historical information** about early Western Civilizations, information that is shared by educated people of the Western world.
2. To help students perceive **how our present world has been shaped** by the religious beliefs, philosophical ideas, cultural achievements and political events of the past.
3. To help students develop their **reading comprehension** skills by working through challenging literary material.
4. To help students develop their **writing skills** through writing a series of focused papers. These papers will be evaluated on the thought that went into them and on the clarity and correctness of verbal expression. Students will rewrite papers that are not satisfactory. Some students will do extra work to help them master **basic grammar**.
5. To help students develop their **reasoning skills**. First, they will be encouraged to draw connections among the key social and cultural characteristics of past Western Civilizations, characteristics that worked together to make these cultures viable and distinct. Second, they will trace the development of certain early but pivotal concepts that have become embedded in modern Western Civilization.
6. Finally, to encourage students to **enrich their own lives** through the simple enjoyment of cultural achievements that have been preserved through writing, art, architecture, and so forth. It is hoped that this enjoyment will be fostered throughout their lives by reading, traveling, visiting museums, etc.

IMPORTANT INFORMATION:

* People who **take thorough notes, do all of the reading carefully, and set aside ample time to learn the material** will do well on the exams. **Memorization**, accompanied, of course, by comprehension, is not a dirty word in this class.

* No make-up exams or quizzes will be given, except under extraordinary circumstances.

* The average for the three Unit Exams (A) must be passing for a student to pass the class.

* The average for the 4 quizzes and 4 essays (B and C) must be passing for a student to pass the class.

* No assignments will be accepted beyond the due date.

* **People who do not attend class will be penalized** when the final grades are determined. Discussion days are especially important.

* **People who sleep, read, or are otherwise not engaged in class will be penalized** when the final grades are determined.

* **Cheating or plagiarism will result in class failure.**

| DATES | TENTATIVE TOPICS | ASSIGNMENTS |
|---------|-------------------------------|-------------------------|
| Aug. 25 | Introduction | --- |
| 27 | Rise of Complex Civ. | Text: xxix-xxx; 1-15 |
| 29 | Ancient Near East | --- |
| Sept. 3 | Ancient Near East | Text: 42-46 |
| 5 | Ancient Near East | --- |
| 8 | Ancient Near East | --- |
| 10 | Ancient Egypt | Text: 16-33 |
| 12 | Ancient Egypt | --- |
| 15 | Ancient Egypt | --- |
| 17 | Ancient Hebrews | Text: 34-42 |
| 19 | <u>Quiz 1</u> | <u>Genesis 1-9; Job</u> |
| 22 | Discuss <u>Bible</u> readings | Essay 1 |
| 24 | Ancient Hebrews | --- |
| 26 | Minoans, Mycenaean | Text: 55-58 |
| 29 | Ancient Greece | Text: 58-69 |
| Oct. 1 | Ancient Greece | Text; 46-54 |
| 3 | <u>Exam I</u> | --- |
| 6 | Ancient Greece | Text: 69-88 |
| 8 | Ancient Greece | --- |
| 10 | Ancient Greece | --- |
| 13 | Ancient Greece | --- |
| 15 | <u>Quiz 2</u> | Homer |
| 17 | Discuss <u>Iliad</u> | Essay 2 |
| 20 | Hellenistic Civ. | Text: 89-112 |
| 22 | Hellenistic Civ. | --- |
| 24 | Hellenistic Civ. | --- |
| 27 | Ancient Rome | Text: 113-146 |

| | | |
|----|---------------|-----------------|
| 29 | Ancient Rome | --- |
| 31 | <u>Quiz 3</u> | Marcus Aurelius |

| DATES | TENTATIVE TOPICS | ASSIGNMENTS |
|--------------|----------------------------|-----------------------------|
| Nov. 3 | Discuss <u>Meditations</u> | Essay 3 |
| 5 | Ancient Rome | Text: 147-170 |
| 7 | Ancient Rome | --- |
| 10 | Ancient Rome | Text: 170-178 |
| 12 | Early Christianity | Bible: <u>Matthew I-VII</u> |
| 14 | Ancient Rome | --- |
| 17 | <u>Exam II</u> | --- |
| 19 | Ancient Rome | Text: 179-201 |
| 21 | Byzantine Civ.; Islam | Text: 201-212 |
| Dec. 1 | Early Middle Ages: West | Text: 213-242 |
| 3 | <u>Quiz 4</u> | Dante |
| 5 | Discuss <u>Inferno</u> | Essay 4 |
| 8 | High Middle Ages | Text: 243-270 |
| 10 | High Middle Ages | Text: 271-302 |
| 12 | High Middle Ages | --- |

Exam Week: Exam III
 (This includes a **MAP TEST** and a **GRAMMAR TEST**)

The Americans with Disabilities Act of 1090 (ADA) provides protection from illegal discrimination for qualified individuals with disabilities. Students requesting instructional accommodations due to disabilities must arrange for such accommodation through the Office of Disability Services. The ODS is located at: 103 Student Health Center, and the phone number is: 273-2676.

HUMANITIES I
FALL 2008
680:024, Section 4 (MWF 9:00) and section 9 (MWF 11:00)

This course will be using WebCT. If you have never used this program before, PLEASE schedule yourself for a WebCT training workshop. A workshop runs for an hour and can give you invaluable information about using WebCT. I cannot teach you WebCT, and your ability to navigate this program is required for this course. Workshops run almost hourly during the first few weeks of the semester. You can register for a workshop at: http://www.uni.edu/elearning/Student_resources.htm

Dr. Susan Hill

The best way to contact me is through the e-mail program on WebCT. Please use that. You can leave messages for me on my office phone: 273-7177, but I prefer to use e-mail to contact you.

My office is Baker Hall 150.

Office Hours

Mondays 10-10:50 am

Wednesdays 1:00-1:30

AND by appointment

Required texts available for purchase at University Book and Supply:

St. Augustine, *The Confessions*. Trans. R.S. Pine-Coffin. New York: Penguin Books, 1961.

Chambers, Mortimer, et. al., *The Western Experience: Volume A: Antiquity and the Middle Ages*. 9th Ed. New York: McGraw-Hill Publishers, 2007.

The Epic of Gilgamesh, trans. N.K. Saunders. New York: Penguin Books,

The Letters of Abelard and Heloise. Trans. Betty Radice. New York: Penguin Books, 1974.

Petronius, *The Satyricon*, Trans. William Arrowsmith. New York: Penguin Books, 1987.

Plato, *The Symposium*, Trans. Walter Hamilton. New York: Penguin Books, 1951.

Course Description: Humanities I is one of the required humanities courses in Category 2 of the Liberal Arts Core. Below is a description of why such courses are found in the LAC.

Category 2: Civilizations and Cultures

Courses in this category promote an understanding of Western and Non-Western cultures and civilizations from ancient times to the present through historical accounts, literatures, philosophies, religions, and fine arts. Using methods of critical inquiry, students explore aspects of human nature, the shaping of thoughts and values, and their interrelations.

This specific course focuses on the Humanities from the beginning of human history through the 13th century. Our goal is to understand, as comprehensively as possible, the variety of ways that humans have expressed their ideas about topics as diverse as religion, philosophy, politics, economics, the arts, class, gender, education, and science/technology. Using these categories of thought, we will trace the development of various ideas throughout the centuries, in an attempt to understand the origins of our own worldviews.

Course Goals:

1. To discover what is compelling about the events and ideas that have shaped western civilization.
2. To engage critically as we attempt to understand the ways in which these historical events and ideas continue to influence us.
3. To enhance the analytical skills—writing, reading, listening, speaking, reflecting
 - that enable us to make connections between the past and present, and thereby give us context for current events and ideas
 - that enhance your marketability when you graduate college
 - that give you the opportunity to become a more interesting human being

Attendance Policy: You are permitted three absences—totaling one entire week of class. More than three absences will lower your final grade, *at my discretion*.

If you are absent, it is your responsibility to check the syllabus, contact another student, get notes and complete the readings/assignment before the next class. Please do not e-mail me to ask if “we did anything important in class.” I think every class is important! At the same time, I am always happy to answer questions about class material—whether you’re absent or not!—and do appreciate it when students keep in contact with me about their absences.

Course Requirements

1) **Preparation for class and participation:** Together, we are a community of readers, writers, and thinkers. Your presence or absence affects everyone in the community. Your considered comments and questions, and your ability to listen well to others and respond thoughtfully affects everyone in the group. Because class preparation and participation is so important, it makes up part of your final grade.

❖ **Readings:** Much of your class preparation involves readings. The course readings vary by length, difficulty and type (e.g. textbook, autobiography, philosophical dialogue). Please give yourself ample time to read and reflect on the readings; note that you may have to read some of the readings more than once. To prepare yourself for class, it is always a good idea to take notes on the readings, focusing on things like: what is the text about? What is the purpose of the text? Does the author try to convince you of something? Give you information? Something else? Can you see ideas and/or events in this text that can be compared to ideas and/or events in the world we live in?

❖ **It is important that you keep up with your daily reading, both in the textbook and the primary texts.** These readings form the basis for discussion and lectures. If you fail to keep up with your reading, your ability to perform well on your essays and exams will be greatly reduced. **ON THE DAYS WE ARE DISCUSSING TEXTS, BRING THE APPROPRIATE BOOK(S) TO CLASS!**

❖ **To assist you in keeping up with your readings**, there are assignments listed on the syllabus for a number of reading assignments. You will need a set of 3x5 cards for these assignments. (Please make sure they are 3x5 cards, not 5x7 cards or some other size!) *Assignments that require you to write more than that should be typed.*

2) **Completion of ALL Assignments in a Conscientious and Timely Manner:** The course calendar lists all assignments and their due dates. Assignments are due **at the beginning of class on the day they are due**. Failure to hand in your work on time will result in a failing grade for the assignment. If you are having a problem meeting a particular deadline, it is imperative that you contact me **before** the assignment is due; extensions are given at my discretion.

Types of Assignments

- **Daily Assignments**—listed on syllabus. Daily assignments will be graded as follows:

| | |
|---|--|
| 5 points=excellent: thoughtful, complete | 8 points=good: also complete, needs more attention and thought |
| 4 points=good, but could put more thought into it | 5 points=average, could pick more important ideas, etc. |
| 3 points=average: also complete, needs more attention and thought | 3 points=poor: needs more work |
| 0 points=poor: needs more work | |
- 10 points=excellent: thoughtful, complete

- *Exams*—there are 3 exams worth 75 points each for a total of 225 points. Each exam covers two main things: historical information specific to the chapters in Chambers that have been covered during the period before the exam, and ideas we have been discussing that grow and change over time, e.g. immortality, God, political power, relationships and sexuality, high and low culture, etc. Questions specifically about historical information will not be cumulative; questions about ideas may be. Exams will be taken on WebCT. **You must be present for the exams; no make-up exams will be given!**
- *Essays*—there are 3 four to five page, double-spaced essays due on the primary texts we read throughout the semester. These essays are also worth 75 points each for a total of 225 points. Their due dates are listed on the syllabus.

Opportunities for Extra Credit-- There will be opportunities for extra credit during the course of the semester.

1) Each exam has extra credit points.

2) During the course of the semester, there may be opportunities to write one page reviews of campus events, lectures, television shows, movies, etc. that are related to this class. If you are interested in a particular event or show, please suggest it to me as an extra credit possibility! To receive points for these reviews, you must place the event/lecture/show in the historical context of this class. You may do a maximum of three reviews for 5 points each.

3. Summary of Grades:

| DESCRIPTION | POINTS |
|--------------------------|--------|
| Daily Assignments | 150 |
| Exams 3 @ 75 points each | 225 |
| Essays 3@ 75 points each | 225 |
| | |
| Total | 600 |

Grade Distribution

| | |
|------------|-------------|
| 570-600=A | 460-479=C+ |
| 540-569=A- | 440-459=C |
| 520-539=B+ | 420-439=C- |
| 500-519=B | 380-419=D |
| 480-499=B- | Below 379=F |

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the course of the semester***

Assignments are to be completed for the class session on the day on which they are listed

Every effort will be made to accommodate disabilities. Please see me if I can be of assistance in this area.

WARNING: Some of the material we examine in this class may be considered "offensive."

ON DISHONESTY: Please familiarize yourself with UNI's Academic Ethics Policies. These policies are in the student handbook, and they can be found on-line: search "academic ethics" on the UNI home page and you will be directed to a number of sites that explain your responsibilities on this matter. UNI's policy not only states that cheating and plagiarism are "unacceptable" but that an instructor may take further disciplinary action against any student who violates academic ethics. In accordance with this policy, students who cheat or plagiarize will receive an automatic grade of "F" for the entire course.

| WEEK 1 | WHY STUDY THE HUMANITIES? | POINTS |
|--------|--|--------|
| M 8/25 | Course Introduction | |
| W 8/27 | Introduction Continued READ: Syllabus; Textbook preface | |
| F 8/28 | READ: CHAMBERS, CHAPTER 1: Come to class with a 3x5 card on | |

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| | which you've written a topic of interest or a question about information in the chapter. This topic or question needs to be about information that you find important, or that you think is worthy of discussion. Briefly explain your choice on the back of the card—"I think this is an important topic because..." or "I find this an interesting idea because..." Please put your name in the upper right hand corner of your card. | 5 |
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| WEEK 2 | THE EPIC OF GILGAMESH | POINTS |
|--------|---|--------|
| M 9/1 | LABOR DAY—NO CLASS | |
| W 9/3 | Finish Chapter 1, begin discussing <i>The Epic of Gilgamesh</i> READ: <i>The Epic of Gilgamesh—entire</i> . Come to class with a list of themes or ideas in the text that you think are important/interesting, and be prepared to discuss them. Next to each theme, explain why you think it is important/interesting | 10 |
| F 9/5 | <i>Epic</i> , continued | |

| WEEK 3 | EPIC, HUMAN ORIGIN STORIES, FLOOD NARRATIVES | POINTS |
|--------|---|--------|
| M 9/8 | <i>Epic</i> , continued | |
| W 9/10 | Writing the Gilgamesh Essay, expectations for writing in this class, including discussion of plagiarism | |
| | THE GREEKS | |
| F 9/12 | READ: CHAMBERS, CHAPTERS 2-3: Come to class with TWO 3x5 cards on which you've written a topic of interest or a question about information in EACH chapter. (One card for each chapter.) Please refer to the directions on 8/28 for further details about the cards. | 10 |

| WEEK 4 | GREEK PHILOSOPHY | POINTS |
|--------|--|--------|
| M 9/15 | Chambers, continued | |
| W 9/17 | Plato's <i>Symposium—complete</i> . Come to class with an outline of this dialogue that traces each character's perspective on love. Which of these perspectives do you find most interesting? Which have you heard of before? Which do you find problematic, and why? How are Plato's ideas both similar and different from what we believe about love today? | 20 |
| F 9/19 | NO CLASS—Dr. Hill at Faculty Development Seminar DUE: Epic of Gilgamesh Essay: Must be turned in on WebCT by 12:00 PM | 75 |

| WEEK 5 | | POINTS |
|---------|---|--------|
| M 9/22 | Plato's <i>Symposium</i> | |
| W 9/24 | Plato's <i>Symposium</i> | |
| F 9/ 26 | **EXAM 1**--This exam will be taken on WebCT. Location TBA | 75 |

| WEEK 6 | THE ROMANS | POINTS |
|--------|--|--------|
| M 9/29 | READ: CHAMBERS, CHAPTERS 4 & 5 (through p. 139): Come to class with TWO 3x5 cards on which you've written a topic of interest or a question about information in each chapter. (One card for each chapter.) Please refer to the directions on 8/28 for further details about the cards. | 10 |
| W 10/1 | | |
| F 10/3 | Petronius' <i>Satyricon</i> READ: pp. 21-84. It might be a good idea for you to take a look at the introduction, too! Come to class with a 3x5 card on which you've | 5 |

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| | written—front and back—the themes and ideas found in this text. This is a difficult text for many reasons. Do the best you can. | |
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| WEEK 7 | Petronius' <i>Satyricon</i>, continued | |
| M 10/6 | | |
| W 10/8 | | |
| F 10/10 | | |
| WEEK 8 | CHRISTIANITY | POINTS |
| M 10/13 | READ: CHAMBERS, CHAPTER 5, pp. 138-153 | |
| W 10/15 | READ: The books of Matthew, Mark, Luke and John in the New Testament, Chapters 1-3 of each book. Come to class with a page on which you've discussed the similarities and differences between Chapter 1 of each of these texts. How do each of these texts begin? What does the writer think is important to tell the reader? | 15 |
| F 10/17 | | |

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| WEEK 9 | Augustine's <i>Confessions</i> | POINTS |
| M 10/20 | NO CLASS DUE: Essay on Plato's <i>Symposium</i> and/or Petronius' <i>Satyricon</i> on WebCT by NOON | 75 |
| W 10/22 | READ: Augustine's <i>Confessions</i> , Books 1-3 Come to class with a page on which you've written answers to the following questions: How does Augustine present himself in this text? What are his challenges/issues? | 5 |
| F 10/24 | READ: Books 4-6—Come to class having thought about your answer to this question: At this point in his life as he is recalling it, what is Augustine's relationship with God? Be able to point to specific pages to support your answer. | |

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| WEEK 10 | | POINTS |
| M 10/27 | READ: Books 7-9—What is Augustine's relationship with his mother? What do you think of this relationship? How does Augustine present his conversion? | 5 |
| W 10/29 | READ: CHAMBERS, CHAPTER 6: Come to class with a 3x5 card on which you've written a topic of interest or a question about information in the chapter. Please refer to the directions on 8/28 for further details about the cards. | 5 |
| F 10/31 | NO CLASS—Dr. Hill at professional conference | |

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| WEEK 11 | ISLAM | POINTS |
| M 11/3 | NO CLASS—Dr. Hill at professional conference | |
| W 11/5 | **EXAM 2**-- This exam will be taken on WebCT. Location TBA | 75 |
| F 11/7 | READ: CHAMBERS, CHAPTERS 7-8 Come to class with TWO 3x5 cards on which you've written a topic of interest or a question about information in each chapter. (One card for each chapter.) Please refer to the directions on 8/28 for further details about the cards. | 10 |

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| WEEK 12 | THE MEDIEVAL WORLD | POINTS |
| M 11/10 | | |
| W 11/12 | READ: CHAMBERS, CHAPTER 9: Come to class with a 3x5 card on which you've written a topic of interest or a question about information in the chapter. Please refer to the directions on 8/28 for further details | 5 |

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| | about the cards. | |
| F 11/14 | | |
| WEEK 13 | THE LETTERS OF ABELARD AND HELOISE | POINTS |
| M 11/17 | READ: <i>Historia Calamitatum</i>: Come to class with a 3x5 card on which you've summarized Abelard's story. On the other side, write your reaction to this story. Are there contemporary parallels to Abelard's misfortune? | 10 |
| W 11/19 | READ: Personal Letters, 1 & 2: Come to class with a 3x5 card on which you've summarized Heloise's perspective in Letter 1 on one side, and Abelard's response in Letter 2 on the other | 10 |
| F 11/21 | READ: Personal Letters, 3 & 4: Come to class with a 3x5 card on which you've summarized Heloise's perspective in Letter 2 on one side, and Abelard's response in Letter 3 on the other | 10 |

WEEK 14--HAPPY THANKSGIVING--NO CLASS

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| WEEK 15 | | POINTS |
| M 12/1 | Finish A&H | |
| W 12/3 | | |
| F 12/5 | DUE: Essay on Augustine or Abelard and Heloise—on WebCT by NOON | 75 |

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| WEEK 16 | EXPANSION AND THE AGE OF PLAGUES | POINTS |
| M 12/8 | READ: CHAMBERS, CHAPTER 10: Come to class with a 3x5 card on which you've written a topic of interest or a question about information in the chapter. Please refer to the directions on 8/28 for further details about the cards. | 5 |
| W 12/10 | READ: CHAMBERS, CHAPTER 11: Come to class with a 3x5 card on which you've written a topic of interest or a question about information in the chapter. Please refer to the directions on 8/28 for further details about the cards. | 5 |
| F 12/12 | | |

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| WEEK 17 | LAST EXAM SCHEDULE | POINTS |
| 9:00 AM SECTION | EXAM #3 10:00-11:50 AM, WEDNESDAY, DECEMBER 17 | 75 |
| 11:00 AM SECTION | EXAM #3 10:00-11:50 AM, TUESDAY, DECEMBER 16 | |

HUMANITIES I

The Ancient, Classical and Medieval Worlds

UNICUE

Professor: Dr. Soneson
Fall, 2008
Office: Baker 135
TTh, 4:00 to 5:15
Office Hours: MWF 2:00 – 3:00
Room: UNICUE
Phone: 273-2990
soneson@uni.edu

This course is an introduction to the study of the humanities. Central to this is the question of what it is to be civilized. This course begins the study of this question by seeking to help students come to understand some of the more important social, economic, political and cultural elements which constitute the story of the West and which have enduring critical significance for the present. Is this story really the story of civilization? Since the time of the ancient Mesopotamians, have Western cultures become increasingly civilized? What is it to be civilized? What are the elements of civilization? Underlying these questions, of course, is the most important question of all: to what extent is our culture civilized today?

We will approach these fundamental issues in two ways: (1) by discussing the more prominent figures, events, ideas and values which have shaped the cultures of the West up through the end of the Middle Ages (up to the end of the 14th Century); and (2) by examining some of the most influential and enduring literary, philosophical and religious texts written during these centuries.

AIMS OF THIS COURSE

1. to develop a more profound sense of -- and ability to think more critically and constructively about -- the meaning of the term, "civilization," in relation to Western culture in the past and present.
2. to understand some of the complexity of our story, the story of Western European culture, up to the end of the Middle Ages, including
 - (a) some of the more influential cultural (political, economic, religious, artistic, philosophical, and scientific) movements, figures and events,
 - (b) some of the distinctive problems and creative opportunities having to do with human well being which our culture has faced in the past and faces in the present,
 - (c) some of the more important literary, philosophical, religious and artistic works produced during this time which deal with these problems and opportunities.
3. to continue to develop key educational skills: reading, writing, critical thinking, and discussion.

REQUIRED TEXTS

1. Perry, Western Civilization, Vol. 1
2. Cole and Gealt, Art of the Western World
3. The Epic of Gilgamesh, ed. by Sandars, Penguin.
4. Bible, the New Revised Standard Version, Zondervan. (No exceptions to this version)
5. Plato, The Trial and Death of Socrates, Hackett.
6. Sophocles, The Three Theban Plays, Penguin.
7. Augustine, Confessions, Penguin.
8. Chaucer, The Canterbury Tales, Penguin.
9. Soneson, Humanities I Notebook -- to be purchased at **Copy Works** on College Hill

GOALS OF HUMANITIES I, II, and III at UNI

The purpose of Humanities I, II, and III is to acquaint students with the history of the Western tradition as expressed in its literature, philosophy, religion, politics, arts, sciences, and technology. The study of core texts in their contexts is central to this process. We share the broader goals of the Liberal Arts Core, including the development of such core skills as reading, writing, and critical inquiry. [Adopted 12/06/02] [Revised 4/8/04]

EXPECTED OUTCOMES FOR STUDENTS:

Students who complete Humanities I, II, and/or III should be able to:

1. explain the structure of a selected literary, religious, or philosophical work, the historical and/or cultural context in which it was written, and its significance within the Western tradition.
2. explain the historical and/or cultural context of selected documents or artistic works, within the Western tradition.
3. explain the causes of selected historical events, the course of those events, and their impact on the subsequent history of Western civilization. [Adopted 2/21/03] [Revised 4/8/04]

TENTATIVE CLASS SCHEDULE

UNIT I: THE DEVELOPMENT OF ANCIENT WESTERN CULTURE

- Aug 26&28 Introduction
Pre-history
What is Civilization? (please read, “The Value of History,” in the Notebook)
- Sept 2 & 4 Mesopotamian Culture (read Perry, Chapter 1)
Epic of Gilgamesh discussion (read Gilgamesh)
- Sept 9 & 11 *Epic of Gilgamesh* discussion continued
Egyptian Culture
Book of Exodus (in the Bible) discussion (read Exodus)
- Sept 16 & 18 Hebrew Culture (read Perry, Chapter 2)
Book of Genesis (in the Bible) discussion (read Genesis)
- Sept 23 Exam on Unit I**

UNIT II: THE DEVELOPMENT OF CLASSICAL WESTERN CULTURE

- Sept 18, 23, 25 Greek Culture (read Perry, Chapter 3)
Film: Oedipus the King
Film continued
- Sept 30 & Sophocles’ *Oedipus the King* discussion (read Oedipus)
Oct 2 What is Philosophy?
- Oct 7 & 9 Plato’s *Trial and Death of Socrates* discussion (read Plato – Euthophro and Apology)
4 Greek Philosophers
- Oct 14 & 16 Greek and Hellenistic Art/Philosophy (read Cole and Gealt, Chapter 1)
Hellenistic Culture
“Baptism Stories” in *Mt/Mk/Lk* (in the Bible) discussion (read baptism stories)
- Oct 21 & 23 Roman Culture (read Perry, Chapter 4)
Roman Law and the Principle of Authority
Film: Roman Architecture (read Cole and Gealt, Chapter 2)
- Oct 28 *Gospel of John* (in the Bible) discussion (read Gospel of John)
Oct 30 Exam on Unit II

UNIT III: THE DEVELOPMENT OF CHRISTIAN EUROPEAN CULTURE

| | | |
|-------------|---|---|
| Oct 28 & 30 | Jesus and Paul Early Christianity | (read Perry, Chapter 5) |
| Nov 4 & 6 | Late Antiquity Augustine's <i>Confessions</i> discussion Economics in the High Middle Ages | (read Augustine) (read Perry, Chapter 6) |
| Nov 11 & 13 | Politics in the High Middle Ages Religion in High Middle Ages Film: Romanesque Architecture | (read Cole and Gealt, Chapter 3) |
| Nov 18 & 20 | Film: Gothic Architecture Medieval Scholasticism and Gothic Medieval Picture of the World | (read Cole and Gealt, Chapter 4) |
| Nov 24 – 28 | Turkey Time! | |
| Dec 2 & 4 | Waning of the Middle Ages Chaucer's <i>Canterbury Tales</i> discussion | (read Chaucer) |
| Dec 9 | Chaucer discussion continued | |
| Dec 11 | Exam on Unit III | |

STUDENT RESPONSIBILITIES

Students will be evaluated in three ways, based on a standard grading scale (A = 93–100%; A- = 90–92%, and so on):

1. **Three In-Class Exams** – each worth 100 points, for a total of 300 points.
2. **Quizzes** – on our readings, worth a total of 200 points. 10 point objective (identifications) quizzes will be offered for each chapter in our two history texts and for each of our major readings. Occasionally, I will offer a written quiz over a lecture, discussion or film.

Tentative Quiz Dates

UNIT I

| | |
|---------|-------------------------|
| Sept 4 | Epic of Gilgamesh |
| Sept 9 | Perry, Chapters 1 and 2 |
| Sept 11 | Exodus |
| Sept 18 | Genesis |

UNIT 2

| | |
|---------|-------------------------------|
| Sept 30 | Oedipus |
| Oct 2 | Perry, Chapter 3 |
| Oct 7 | Plato's Euthophro and Apology |
| Oct 14 | Cole and Gealt, Chapter 1 |

| | |
|--------|---|
| Oct 16 | Baptism stories in Matthew, Mark and Luke |
| Oct 21 | Perry, Chapter 4 |
| Oct 23 | Cole and Gealt, Chapter 2 |
| Oct 28 | Gospel of John |

UNIT 3

| | |
|--------|----------------------------|
| Nov 4 | Perry, Chapter 5 |
| Nov 6 | Augustine's Confessions |
| Nov 11 | Perry, Chapter 6 |
| Nov 13 | Cole and Gealt, Chapter 3 |
| Nov 18 | Cole and Gealt, Chapter 4 |
| Dec 2 | Perry, Chapter 7 |
| Dec 4 | Chaucer's Canterbury Tales |

3. Class Participation -- worth a total of 100 points

a. Discussion is an integral part of this class. I realize that many of you are uncomfortable talking in front of groups. This means several things.

1. One significant reason why I place emphasis upon discussion is to help many of you become more comfortable talking in groups. This is a skill which can be learned and improved over time, just like writing. Furthermore, it is a skill you will need in almost any employment situation. Your employers are going to expect that you contribute thoughtfully to discussions within the company, so this skill is something you will need to master for the years ahead of you.

2. I don't expect many of you to speak with great confidence at the beginning of our course. In order to encourage your confidence, I will do everything possible to create a safe environment in which to experiment speaking in a group. Among other things, I want to emphasize that no one -- I repeat, no one -- in any of my classes can say anything wrong or worthless -- anything and everything you say is considered by me as a contribution to our class.

3. I have no golden standard by which I judge everyone's contribution to the class. My judgment of each individual throughout the semester will be based upon what I believe each individual is capable of doing; in other words, I will judge each of you in terms of **the progress you** make over the course of the semester. In each case, I'm looking for improvement.

b. **Attendance:** I consider class attendance to be an essential part of one's class participation. Students should not miss more than two class sessions without consulting me. After a student misses two class sessions, for each additional absence I drop the student's final overall course grade one-third of a step, from an A- to a B+, for example. This is a very strong attendance policy and so it may need some explanation. I have two reasons, both of them having to do with the best interest of my students.

1. Without exception, those students who have not attended my classes in the past on a regular basis have done very poorly on my exams. This is because my exams are based almost exclusively upon what goes on in class: lecture, discussion, and film. When students who have had poor attendance do poorly on my exams, of course they feel very bad about their performance, the exam, and the course. This encourages them to come to class even less, and that in turn leads to even poorer exam results. I want to stop this

downward spiral right off the bat by requiring students to come to class faithfully from the beginning to the end of the course. My grading policy for attendance makes visible to the student what in fact always happens when attendance drops, allowing them to think about and to take more responsibility for their education in this course.

2. Students are setting up work habits while they are in college, habits which will inevitably carry over into their first post-college job. Students need to set up habits now of attending meetings and doing their job to the very best of their ability, whether or not the spirit moves them at the moment to do so. Attendance habits will have a decisive effect on their ability to perform well in their future employment. Imagine, for example, what an employer would think when he or she asks you why you didn't attend a routine meeting yesterday and you respond, "Well, you know, I was into the show, 'Days of Our Lives,' and it was real exciting. I couldn't leave. Sorry." Or, "I was kinda down," or "I had other things to do," or "Those meetings aren't so interesting." How long would you stay employed? Unfortunately habits are very difficult to break, and so it is important not to allow yourself to form habits that will be very harmful to you in the long run. Isn't it important that the harmfulness of poor attendance habits be made crystal clear at this point in your career? In any case, this is the second reason I have this strong attendance policy, to remind students of the long-term harm they do to themselves when they establish poor attendance habits.

c. I will use the following criteria for evaluating student participation:

1. Quality of interaction with others:

- a. encouraging other members of the group or class, by complimenting them, or by gestures which show you understand,
- b. politeness toward others, especially during times of disagreement
- c. careful listening to others, looking at them, thinking about what they are saying, evaluating their thoughts
- d. responding seriously and thoughtfully to others, to what they have said -- you may, of course, disagree, but it is important to provide reasons for both agreement and disagreement

2. Quality of contribution to discussion:

- a. obvious interest in material, demonstrated by attentiveness and being prepared, coming to class with questions and passages of texts which you want to discuss (passages which seem particularly illuminating or perplexing)
- b. offering clear and creative comments and questions about material
- c. citing passages from the text (as evidence) to support your comment or question
- d. noting connections among what others are saying, showing how the comments are similar or different, so as to carry the discussion forward
- e. improvement in all the above over the semester

OPPORTUNITIES TO EXCEL

Every effort will be made to encourage students to excel in this class. There are at least six ways in which this is possible.

1. The total score for all quizzes will be determined after dropping the lowest three (3) scores.

2. A perfect score on all but 3 quizzes will yield 200 points. But what if a student earned 10s on all their quizzes? Well, a student can earn extra-credit points this way, for if a student has taken all the quizzes and earned 10s on all of them, they will earn 14 extra-credit points; if they earned 10s on all but 1, they will earn 6 extra-credit points; and if they earn 10s on all but 2, they will earn 2 extra-credit points.

3. When the **quality of the participation** of students is outstanding, their final grade may be increased by one-third, from a B to a B+, for example.

4. You may do up to **5 extra-credit reports on the art films** we watch this semester (the chapter on Greek art really covers both the Greek and Hellenistic periods, and even though we don't see the film on this material, we do discuss these 2 periods and so you can write 2 different reports – one for the Classical Greeks, and one for the Hellenistic period). These reports are to be two to three pages long and must be typed, double-spaced. In the first section, you are to specify and discuss as carefully as you can the central stylistic characteristics and technical developments of the period covered by the film. In the second section, you are to choose one outstanding work of art or architecture of the period (which is discussed in the film **and** in the Cole and Gealt text) and discuss its most important features and the way it embodies the style and techniques of that period. In the final section, you are to tell me what you think is significant about that period for culture and the development of civilization (why is it worth studying this art -- what would you tell folks back home or a class of high school students about this?). If you would like to do this, I recommend that you not only study the Cole and Gealt text for that period of history carefully, but that you also go to the basement of the library (the reserve desk) to watch the video again (Art of the Western World series). These reports are graded on a pass-fail basis. They are worth 3 extra points each. But if you do all 5 reports, you will receive 20 points (instead of 15 points). **Each one is due no later than one week after the film is presented (or discussion has occurred) in class.** These reports will not be handed back.

5. Students may write one essay associated with each unit exam. The essay topics are located in the notebook. In the Notebook, you will also find my memo, "Writing an Essay in College." That memo tries to specify, as clearly as possible, the expectations I have for student essays and the criteria I use in evaluating those essays. *If you are interested in your own education and therefore in developing your writing and thinking skills, I strongly urge you to write one essay for each unit test.* I will score your essay and when you receive it back, you may rewrite it, if you would like to work further on your writing skills. If you choose to rewrite it, you must come in to talk to me about it first. If you earn a higher score, that is the score that will count for your exam. Each essay is worth up to 10 extra credit points, and those points will be added directly your score for that unit test. They are **due on the day of the unit exam**. No late essays will be accepted.

6. **Final Paper on "Civilization"** -- worth up to 30 points: *** **Due the day before the last day of class.** This is a very important option for those students who, by the end of the semester, feel that they have not participated significantly in discussion. This option provides you with a chance to

show how well you have been thinking over the course of the semester, or how well you can pull together your thinking now on the major theme of this course. The best papers will include not only history, but significant discussions on the philosophy, religion, literature and art which we have studied over the course of the semester. Please see the Notebook for details about and instructions for this paper.

DR. ROBERT L. DISE, JR.

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Heidi Hudson - email: heidih26@uni.edu

The only cure for ignorance is education.

[The Declaration of Independence](#)

[The Constitution of the United States](#)

Writing

[Writing Errors to Avoid](#)

[Some Simple Guidelines for More Effective Writing](#)

[UNI Academic Ethics and Plagiarism Policies](#)

Liberal Arts Core Courses

[Humanities 1 \(680:021\)](#)

[Humanities 3 \(680:023\)](#)

Upper-Division History Courses

[Ancient Greece \(962:101g\)](#)

[Ancient Rome \(962:103g\)](#)

[Classical Civilization \(962:123g\)](#)

[Ancient Near East \(962:151g\)](#)

HUMANITIES I: 68:021 (HONORS)
FALL 2008
DR. LEES

Office: 322 Seerley Office hours: Monday, Wednesday 11:00-12:00 Phone:
273-2269

| | |
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comprehensive.

- ☞ Exams will cover specific chapters of Levack, as well as the lectures and presentations which correspond to those chapters.
- ☞ *MAKE-UP EXAMS OR EXAMS TAKEN OTHER THAN AT THE SCHEDULED TIME MUST BE REQUESTED BEFORE THE EXAM AND WILL ONLY BE GIVEN TO STUDENTS WITH A DOCUMENTED EXCUSE.*

WRITING ASSIGNMENTS AND ORAL PRESENTATIONS

☞ *YOU WILL NEED TO SIGN UP FOR EACH OF THE FOLLOWING ASSIGNMENTS. SIGN UP SHEETS WILL BE POSTED.*

1. **PRESENTATION GROUPS**: Along with one other student, you will give a 25-30 minute oral presentation. You will be given a list of presentation choices. Write your name next to one you would like to work on.
In your presentation you must do the following
 - i. Your group must be imaginative in your presentation. Do NOT simply report your material in lecture style. Powerpoint presentations are generally not particularly imaginative and will be graded accordingly.
 - ii. You must let your audience know what is controversial about the person you are presenting.
 - iii. You must let your audience know something about the primary sources on which our knowledge of your subject is based.
2. **CRITIQUE GROUPS**: Along with three other students, you will critique two of the Presentation Groups. After the Presentation Group has finished presenting 25-30 minutes, your Critique Group will critique their presentation. In your critique, you must do the following:
 - i. You must demonstrate that you have done enough outside investigation of the subject that you can ask intelligent questions and make intelligent judgments about the presentation.
 - ii. You must comment on things you find the presenters have failed to report on that you think important.
 - iii. You must comment on the importance of the subject matter.
3. **PAPERS. You will be required to write two brief essays** (2 pages in length) outside of class. Each essay will concern one of the works of literature read for the course. Two sign up sheets will be posted. Sign up for one work of literature on each of the two lists and a date and time to meet me at my office. I will read your paper out-loud and grade it in your presence.

GRADES

Final grades are determined as follows:

Quizzes - 20% (5% each) Papers - 20% (10% each)

Exams - 30% (15% each) Final - 15%

Presentation Group 10% Critique Group 5%

- ☞ Failure to turn in either paper, to take the mid-term or the final, or to participate in a Presentation Group will result in an "F" for the course.

SCHEDULE

| <u>WEEK & LECTURE TOPIC,</u> <u>DATE</u> | <u>QUIZZES AND EXAMS</u> | <u>READING</u> <u>IN Levack</u> | <u>ASSIGNMENTS</u> |
|---|---|------------------------------------|---|
| Aug 25 | Introduction | Pp. 3-66 | The Bible: <i>Genesis</i> and <i>Job</i> |
| 1 27 | The Hebrews | | |
| 29 | The Hebrews | | |
| Sept 3 | The Hebrews | | |
| 2 5 | The Greek City-State | Pp. 66-90 | |
| 8 | The Greek City-State | | |
| 10 | Quiz: <i>Genesis</i> and <i>Job</i> : Discussion: <i>Genesis</i> | | Homer, <i>The Iliad</i> |
| 3 12 | Discussion: <i>Job</i> | | |
| 15 | Athens in history | | |
| 4 17 | Athens in history | | |
| 19 | Greek Philosophy | | |
| 5 22 | Quiz and Discussion: <i>The Iliad</i> | | Aurelius, <i>The Meditations</i> |
| 24 | Discussion: <i>The Iliad</i> | | |
| 26 | Presentation 1: Sophocles | | |
| 6 29 | Greek Philosophy | | |
| Oct 1 | Greek Art | Pp. 93-110 | |
| 3 | Presentation 2: Alexander the Great | | |
| 6 | EXAM ONE: LEVACK THROUGH P. 90 | | |
| 7 8 | Republican Rome | Pp. 110-166 | |
| 10 | Presentation 3: Pompeii | | |
| 13 | Republican Rome | | |
| 8 15 | Imperial Rome | | |
| 17 | Presentation 4: Julius Caesar | | |
| 20 | Imperial Rome | | |
| 9 22 | Quiz and Discussion: Aurelius <i>The Meditations</i> | | Chrétien de Troyes: Arthurian <i>Erec et Enide</i> and <i>The Knight of the Cart</i> |
| Romances | | | |
| 24 | Presentation 5: Jesus | | |
| 27 | Early Christianity | | |
| 10 29 | Early Christianity | Pp. 169-235 | |
| 31 | Presentation 6: Paul | | |
| Nov 3 | The Barbarian Invasions | | |
| 11 5 | The triumph of Christianity | | |
| 7 | Presentation 7: St. Benedict of Nursia | Pp. 237-269 | |

| <u>WEEK & LECTURE TOPIC,</u> <u>DATE</u> | <u>QUIZZES AND EXAMS</u> | <u>READING</u> <u>IN Levack</u> | <u>ASSIGNMENTS</u> |
|---|---|------------------------------------|---------------------------|
| Nov 10 | EXAM TWO: LEVACK THROUGH Pp. 90-166 | | |
| 12 12 | Charlemagne | | |
| 14 | Presentation 8: William the Conqueror | | |
| 17 | Struggle of Church and State | | |
| 13 19 | Quiz and discussion: <i>Lancelot</i> and <i>Erec and Enide</i> | | Dante, <i>The Inferno</i> |
| 21 | Presentation 9: Gislebertus | | |
| 14 THANKSGIVING BREAK | | | |
| Dec 1 | Struggle of Church and State | | |
| 15 3 | Renaissance of the Twelfth Century | Pp. 271-340 | |
| 5 | Presentation 10: Innocent III | | |
| 8 | Crisis in the church | | |
| 16 10 | Crisis in the church | | |
| 12 | Quiz and discussion: <i>Inferno</i> | | |

FINAL EXAM: Levack pp. 166-340.

If your class meets on M-W-F at 9:00: Wednesday, Dec. 17 from 10:00 to 1:50.

If your class meets on M-W-F at 10:00: Monday, Dec. 15 from 10:00 to 11:50.

Humanities I, Fall 2008, Dr. Schnucker, instructor

Textbooks - Western Civilization, 2nd edition, Volume A by Hause and Maltby plus the readings book bundled with the text.

Class Organization - this class is based on collaborative learning. This requires each of you to do your own work PLUS to work with a team of fellow students in order to present a group project to the class. The process to be used is as follows:

1. The class will be divided into 20 teams of 6 students per team. Your assignment to a team will be based upon your preference for the areas of investigation listed below. Each team will choose its coordinator whose responsibility will be to coordinate team research, keep track of the participation of each team member and to guide the team in the team presentation. Team members MUST keep in contact with the team coordinator. Evaluation of team participation will take place at the midterm and at the end of the semester. Team members who have failed to take part in the team's efforts as judged by the team, will have their final grade reduced by a full grade, i.e. from B to C. If half of a team scores another team member with either a 2 or 1 on a scale of 5, that will mean a lower grade for the team member so evaluated.

Teams are to provide each other with their email address (and to keep them current) and telephone number. Teams will have part of Monday's class for team meetings. Other times for team meetings are to be arranged by each team. Please be aware that some members will not be able to meet at the agreed time due to outside job requirements so be willing to make accommodations for such instances.

TIPS for making a presentation.

1. Read the textbook and readings book
2. Check the suggested readings at the end of the chapter of the textbook, go to Rod Library to locate those books and check their bibliographies for further sources
3. Check encyclopedias but avoid Wikipedia
4. Check the internet but be careful in the authenticity of the source
5. Keep track of where you get your information
6. Share your information with your team members
7. Meet as a team and work out a creative presentation (Please note: NO PRESENTATION CAN BE BASED ON ANY TV SHOW)

2. All presentations are scheduled for Wednesday. On that day each team member is to turn in a full three page typed double spaced essay based on his/her individual research. A fourth page is to list in alphabetical order by author of the sources consulted. AT LEAST THREE BOOKS OR ARTICLES FROM ROD LIBRARY MUST BE USED IN YOUR RESEARCH AND CITED IN YOUR ESSAY.

For footnotes follow whatever form you've been taught so that at least the author's name, title of the source, year of publication and pages cited are included.

3. Monday's class will usually consist of a squeeze, short lecture, and team meetings.

4. You **MUST** attend: One on campus student/ faculty music recital
One on campus lecture relating to the humanities
One on campus student/faculty art show
One on campus theater production
One additional event of your own choosing from the list above.

After attending the items in 4, type a single page summary of your experience: on page two add a paragraph or two of what you thought of the event and a paragraph on how the event relates to the humanities. These reports are to be turned in within a week after the event. At the top of the event put the time and place of the event. Reports turned in after a week has elapsed will not receive credit. **DO NOT PROCRASTINATE IN DOING THIS.**

5. Tests: Midterm - The midterm is October 15. You have the option of taking a 50 item multiple choice test based on the text, reading book, and lectures OR you may read a book selected from the attached list and approved by the instructor and type a double-spaced report of at least three full pages that consist of a fairly detailed summary of the book, a two paragraph of your reaction to the book and a two paragraph statement as to how the book relates to the humanities plus 5 quotes that you found interesting and why. If you choose to read a book, remember the instructor must approve the book and the report must be handed in no later than October 15 during class.

Final exam - The final exam is optional. It will consist of 50 multiple choice questions that cover the textbook, reading book, and lectures. If you are satisfied with the grade you have earned by December 8 when total scores will be announced, you need not take the final. If you take the final and fail, the failing score will not alter your overall grade. A very high score might raise your grade.

Squeezes - A squeeze will be given every monday in class and will cover the chapter assigned for that week. Squeezes are open book tests and you make bring to class whatever you need to write an excellent answer. The squeeze question(s) will usually be announced the wednesday prior to the monday squeeze. If you miss a squeeze, to make it up, type up a 3 page summary, double spaced, of the chapter missed by the squeeze.

Pop quizzes - these are unannounced, cannot be made up, and are given upon the whim of the instructor.

6. Grading

| | |
|----------------------------------|---------|
| Essays - 3 @ 50 points each | 150 |
| Presentations - @ 50 points each | 150 *** |
| Activities @10 points | 50 |
| Midterm | 100 |
| Final -if taken | 100 |
| Pop quizzes (12 Maximum) | 100 |

Potential Total 650

A 92-100 B 91-80 C-79-70 D-69-60 F-59-0

*** The class will evaluate each team presentation on the basis of content, interest, creativity, and professional demeanor. The scale to be used for each item are numbers 1-10 with 10 being perfection. The instructor will also evaluate the presentation and his score will constitute 2/3 of the grade. Most of the time the instructor's observations will be made at the end of the presentations.

7. Announcements of outside activities will be made in class as activities become known to the instructor

8. Make-up exams -exams can be made up for bona fide family emergencies and for an illness. If the latter, bring a note from the health office. NOTE - ALL WORK AND MAKE-UPS MUST BE TURNED IN BY THE END OF CLASS ON DECEMBER 3, and are to be handed in during the class period.

9. Office hours - My office hours are in Maucker Union near Chats from 10:45 -12:30 on monday and Wednesday and by appointment. Do not use the University's email address for me nor the phone messaging system to contact me. Use my email address which is: rvs@cedarnet.org or in a real emergency call me at my home at 346-1244.

10. THEMES for team presentations - you choose 3

| | |
|-------------------|--------------------|
| Agriculture | Key People |
| Architecture | Key events |
| Art - painting | Art - Sculpture |
| Economics | Literature, prose |
| Religion | Literature, poetry |
| Education | Technology |
| Military -leaders | Military - battles |
| Life style -rich | Life style - rich |

11. Class schedule

8-25 Class organization
8-27 Lecture and teams announced
9-1 University holiday
9-3 Lecture
9-8 Squeeze over chapter 1 of text and readings book
9-10 Presentations teams 1-5 over chapter 1 of textbook
9-15 Squeeze chapter 2 of text and readings book
9-17 Presentations teams 6-10 over either chapter 2 of the textbook
9-22 Squeeze chapter 3 of text and readings book
9-24 Presentations teams 11-15 over chapter 3
9-29 Squeeze chapter 4 of text and readings book
10-1 Presentations teams 16-20 over chapter 4 of the textbook
10-6 Squeeze chapter 5 of textbook and readings book
10-8 Presentations teams 1-5 over chapter 5 of the textbook
10-13 Squeeze chapter 6 of textbook and readings book
10-15 MIDTERM and presentations teams 6-10 over chapter 6 of textbook
10-20 Squeeze over chapter 7 of textbook and readings book
10-22 Presentations teams 11-15 over chapter 7 of textbook

10-27 Squeeze over chapter 8 of textbook and readings book
10-29 Presentations teams 16-20 over chapter 8 of textbook
11-3 Squeeze over chapter 9 of textbook and readings book
11-5 Presentations teams 1-5 over chapter 9 of textbook
11-10 Squeeze over chapter 10 of textbook and readings book
11-12 Presentations teams 6-10 over chapter 10 of textbook
11-17 Squeak over chapter 11 of textbook and readings book
11-19 Presentations teams 11-15 over 11 of textbook
Thanksgiving vacation
12-1 Squeeze over chapter 12 of textbook and readings book
12-3 ALL WORK DUE BY END OF CLASS
Presentations teams 16-20 over chapter 12 of textbook
12-8 Evaluations of teams and class and scores announced
12-10 Study day - no class

Final exam schedule

3:00 section, 12-10 at 3:00 pm
1:00 section, 12-16 at 1:00 pm
9:00 section, 12-17 at 10:00 am

SUGGESTED BOOKS FOR MID-TERM

- Augustine of Hippo - Confessions
 Abelard & Heloise - Letters
 Aeschylus - The Persians
 Aquinas
 Adams, J. duQ. - Med. Society
 Boccaccio - Decameron
 Adelson, Medieval Commerce
 Marcus Aurelius - Meditations
 Ibn Battuta
 Bonaventura, Biography of
 Brown, Raymond - Intro to NT
 Bowsky - Black Death
 Brians, Paul - Bawdy Tales
 J.J. Bagley - Life. Med. England
 Cicero
 Catullus - poems
 A.B. Cobban - Med. Universities
 Duckett - Saints of the M. Ages
 Dodds, E.R. - Pagan and Xn
 Dante
 Euripides - any play
 Einhard - Biog of Charlemagne
 Gwain and the Green Knight
 Gray - Children's Crusade
 Grant, R.M., Anc. Roman Religion
 Holmes, George - Later Middle Ages
 Herlihy - Med. Culture & Society
 Hellman & O'Gorman - Fabliaux
 Herodotus - Peloponnesian Wars
 Job through Song of Solomon
 Jean de Joinville
 Lewis, C.S. - Allegory of Love
 Lopez & Raymond - Med. Trade etc.
 Lopez - Birth of Europe
 Kitto, The Greeks
 Juvenal - Satires
 Iliad
 Moses Maimonides
 Mark, gospel of
 Luke, gospel of
 Oman, History of Warfare
 Petrarch - poems
 Kraus - Gold was the Mortar
 Pirenne - Mohammad & Charlemagne
 Risenberg & Munday - Med. Town
 Procopius - Secret History
 Pentateuch
 Seneca
 Suetonius
 Seward - 100 years War
 Swanson - Medieval Artisans
 Thrupp, Sylvia - Change in Med. Soc.
 Tacitus
 1000 and one Nights
 Workman, H.B. - Persecution of Church
 Zinsser - Rats, Lice & History
 Winston - Charlemagne
- Augustine of Hippo - City of God
 Aeneid
 Aristophanes - any play
 Anderson, B. - Intro to the New Testament
 Acts
 Boethius - Consolations of Philosophy
 Bautier, Econ Development of the M. Ages
 Biography of Benedict of Nursia
 Beowulf
 Bede
 Barrow, The Romans
 Bornstein - Lady in the Tower
 Bainton, Early Christianity
 Le Cid
 Code of Hammurabi
 Chaucer or Christine de Pisan
 Cipolla - Before the Industrial Revolution
 Dawson - Religion and Rise of Western Culture
 De Camp - Ancient Engineers
 Epictetus - Manual of
 Francis of Assisi - any biography
 Gregory of Tours - biog of or work by
 Grant, R.M. - Augustus to Constantine
 Gimpel - Medieval Machine
 Gabrielli - Arabian Historians of the Crusades
 Huizinga - Waning of the Middle Ages
 Herlihy - History of Feudalism
 Hildegard of Bingen
 Joshua through II Kings
 Gospel of John
 Isaiah, Jeremiah & Lamentations
 Lea, History of the Inquisition
 LaTouche - Birth of Western Economy
 LeRoy Ladurie - any book by
 Livy - History of Rome
 Lucretius - on the nature of things
 Koran
 Magna Carta
 Matthew, gospel of
 Marques - Daily life in Portugal in M. Ages
 Ovid
 Petronius
 Pirenne - Econ. & Social History of Europe
 Runciman - Byzantine Civilization
 Piers Plowman
 Odyssey
 Roman de la Rose
 Song of Roland
 Romans, book of
 Soggins - Intro to the OT
 Strayer - Western Europe in the Med. Ages
 Thrupp, Sylvia - Early Med. Society
 Terence - any play by
 Sophocles - any play by
 White, Lynn - Med Tech. & Social Change
 Xenophon
 Hanawalt - Ties that Bind

Humanities I
Instructor: Kenneth Lyftogt
Office 205 SRLY, Phone 3-3927
Office Hours: 11:00-12:00 T TH (And by individual appoint.)

Course Syllabus

COURSE PURPOSES, GOALS, AND OBJECTIVES

The Humanities courses are designed to acquaint students with the history of the Western tradition as expressed in its literature, philosophy, religion, arts, politics, and science. The study of core texts in their historical context is central to this. The Humanities classes share the goals of the Liberal Arts Core, including the development of such skills as reading, writing, and critical inquiry.

COURSE DESCRIPTION

Humanities I traces the development of Western Civilization from its origins in the ancient Near East, through the cultures of ancient Greece and Rome, and into the Middle Ages. The course will be divided into six units.

1. The Ancient Near East
2. The Heritage of Greece, Part I
3. The Heritage of Greece, Part II
4. Rome, From Republic To Empire
5. The Rise of Christianity and the Fall of Rome
6. The Middle Ages

REQUIRED BOOKS

Western Civilization by Jackson J. Spielvogel, Vol. I, (6th ed.)
Bundled with *Documents of Western Civilization*, Vol. I
The Bible (*The New English Bible*, Oxford Study ed. is recommended)
The Iliad by Homer (Robert Flagles translation)
The Last Days of Socrates by Plato
The Agricola and the Germania by Tacitus

CLASS PROCEDURES

Class format will be lecture, though students are urged to ask questions and engage in dialogue to better understand the subject.

Special Needs: Students with disabilities should contact the instructor as soon as possible. Reasonable accommodations will be provided.

Attendance Policy: Attendance is essential; each unit is built around class presentation, and lectures do not merely repeat information available in the text. Attendance, however, is the student's responsibility, no regular roll will be taken. There are no grade penalties for skipping class and no grade rewards for showing up. Punctuality is required. Students who arrive late disrupt the lecture and will be penalized by grade reduction. (If a student's schedule makes tardiness unavoidable the student must meet with the instructor for special arrangements.)

The Use Of Tape Recorders Or Other Such Devices must be cleared in advance.

Unit Outlines And Study Guides will accompany each unit.

TESTS AND GRADES

There will be a test on each of the six units. Each test will be worth 50 points. Tests will consist of a combination of multiple choice questions, each worth one point, and short answer questions, each worth two points. (For a total of 50 points.)

GRADE SCALE

| | |
|-------------|-------------|
| 50 - 45 = A | 39 - 35 = C |
| 44 - 40 = B | 34 - 29 = D |

The student's final grade is the average of the six test grades. There are no extra credit assignments.

Tests will be returned to the students. Returned tests serve as the student's receipt that the test has been taken, and as a guide to future tests. It is very important that students keep an up to date file of completed tests.

Students are urged to meet with the instructor for clarification of test results.

MAKE UP TESTS

Students are allowed two missed tests, no explanation needed for a make up test to be scheduled. Students should inform the instructor in advance of a missed test. (A phone message or Email is sufficient.) Make up tests must be completed within one week of the missed test. No make up test will be allowed after the tests have been returned.

READINGS

Western Civilization - Chaps. 1 & 2
The Bible - *Genesis* 1-22, *Exodus*, *The First Book of Samuel*

LECTURES

26 Aug. - "Introduction to the Course"
"Introduction to Unit I"
28 Aug. - "How Do We Know"
2 Sept. - "The Book of Genesis"
"The Book of Exodus"
4 Sept. - "The Book of First Samuel"
9 Sept. TEST I

Study guide questions are not advance copies of test questions, but serve as a guide to the subject matter that will be reflected in the test.

From Class Lecture and Chapt. 1

1. Who was William Loftus? What did he have to do with the search for the roots of Western civilization?
2. What is meant by the term "civilization?" (See pg. 5 for the characteristics of civilization.)
3. What was the "Neolithic Revolution" and why is agriculture a critical part of this?
4. Why is writing important to civilization?
5. Where, besides the Near East, did civilizations first appear?
6. Where is the Fertile Crescent? What rivers border this crescent?
7. Why are there conflicts between civilized and uncivilized cultures?
8. Who were the Sumerians? Why are they considered a civilized culture?
9. Who was Henry Rawlinson? What is the Behistun Rock?
10. What is the *Epic of Gilgamesh*? In what way does this story reflect a common literary heritage with *Genesis*?
How does the legend of Tagtug also reflect this common literary heritage?
11. How is the birth legend of Sargon the Great similar to that of Moses in *Exodus*?
12. How did the law code of Hammurabi reflect the social stratification of Babylonian culture?
13. What is cuneiform writing? Who used this? Where was this used?
14. Why would Egypt be called "the gift of the Nile River?"
15. What has Napoleon Bonaparte to do with the science of Egyptology?
16. What is the Rosetta Stone? Who were Thomas Young and Jean Francois Champollion?

From Class Lecture and Chapt. 2

From "The Hebrews: The Children of Israel" (pgs. 32-38) Important terms and figures.

monotheism, Abraham, Moses, the Philistines, Saul, David, Jerusalem, Solomon, the first Jerusalem temple, the kingdoms of Israel and Judah, the ten lost tribes, the Assyrians, the Persians, the second Jerusalem temple, the *Pentateuch*: the *Torah*, the covenant with God

1. Why is Judaism a "revealed" religion? What are prophets? (See - Micah, Isaiah, Amos)
2. How does the religion of Zoroasterianism address the concepts of good and evil, free will, and a final judgment?

From Class Lecture and the book of *Genesis*

1. How, in this story, are the earth, the stars, and humanity created?
2. Who are Adam and Eve? How was Eve named? Why were Adam and Eve punished? What was their punishment?
3. Who were Cain and Abel? Why did Cain kill Abel? What was God's punishment of Cain? How can the murder of Abel by Cain be symbolic of the clash between civilized cultures and non-civilized cultures?
4. Who was Noah? How did Noah save humanity?
5. What was the tower of Babel? How did this story address God's dislike of civilization?
6. Who was Abram? (How did he become Abraham?) Who was Sari? (How did she become Sarah?)
7. What was the "covenant" between God and Abraham? (What is the covenant's physical symbol?)
8. How did the story of Sodom and Gomorrah reflect God's dislike of civilization? Who was Lot? Why did Lot go to the cities? Who were Lot's guests? What did the mob want of Lot's guests? What did Lot offer the mob? How did Abraham try to help the cities of Sodom and Gomorrah? How did Lot's wife die? What happened in Lot's cave?
9. Who was Hagar? What were the circumstances of the conception of Ishmael? What did God promise Hagar concerning Ishmael?
10. Who was Isaac? Why did Abraham try to sacrifice Isaac?

From Class Lecture and *Exodus*

1. Who were the Hebrews? How did the Hebrews become slaves in Egypt?
2. Who was Moses? How did Moses come to the court of the pharaoh of Egypt?
3. How did Moses come to know the god of the Hebrews? What did God demand of Moses? Who was Jethro of Midian? Who was Zipporah?
4. What was the role played by God and Moses in the Hebrew exodus from Egypt? What is the origin of the Hebrew sacred day of Passover?
5. What happened to the chariots of Pharaoh when they pursued Moses and the Hebrews?
6. How did the Hebrews receive their laws?
7. Who was Aaron? How did he help Moses? How did he betray Moses?
8. What was the Arc of the Covenant? What was the Tabernacle? How did the design of the Arc and the Tabernacle reflect God's favor of nomadic life?
9. Where was the promised land of Canaan? By what authority did Moses claim this land?

From Class Lecture and *The First Book of Samuel*

1. Who was the mother of Samuel? What promise did she make to God? Was this promise kept?
2. What judicial and religious positions did Samuel hold in Hebrew society?
3. Who was Saul? By what authority did Saul become king of the Hebrews?
4. How did Saul force a unification of the Hebrew tribes?
5. Saul and the Hebrew tribes fought wars against the Philistines and Canaanites over what land?
6. What happened when the Arc of the Covenant was captured by the Philistines?
7. How did Samuel's treatment of King Agog of the Amalekites offend God? What did Samuel do to Agog in defiance of Saul and in support of God?
8. Who was David? How did David become heir to King Saul? Who was Goliath of Gath? Who was Prince Jonathan? Who was Princess Michal? What bride-price did Saul demand of David? Why did King Saul come to hate David? To where did David flee to escape Saul's anger? Why did Saul consult the Witch of Endor? What did the witch tell King Saul?
9. How did King Saul and Prince Jonathan die?

READINGS

Western Civilization - Chapt. 3 (pgs. 55-60)

Documents of Western Civilization:

"Myth of Pandora" (pgs. 34-36) "A Greek Woman's Vengeance" (pgs. 40-44)

The Iliad by Homer

| | |
|---------|-------------------------------|
| Book 1 | "The Rage of Achilles" |
| Book 3 | "Helen Reviews The Champions" |
| Book 6 | "Hector Returns To Troy" |
| Book 16 | "Patroclus Fights and Dies" |
| Book 22 | "The Death of Hector" |

LECTURES

11 Sept. - "The Bronze Age"

"The Legacy of Greece"

16 Sept. - "The Greek Literary Heritage"

18 Sept. - "The Trojan War"

23 Sept. - "The Trojan War"

25 Sept. TEST II

From Lecture and Chapt. 3 (pgs. 55-58)

1. How did geography influence the development of Greek culture?
2. Why was bronze so important that the 3rd and 2nd centuries B.C are often called the Bronze Age?
Why was bronze important to aristocratic warfare, as that described by Homer?
What is the great controversy concerning the existence of Bronze Age kingdoms such as those described by Homer?
3. Who was Arthur Evans? What, and where, was the Minoan culture?
4. In what way did the archeological excavations done by Arthur Evans give support to Homer's descriptions of the Bronze Age?
5. Why was Mycenae called the first Greek state? Where is Mycenae?
6. Who was Heinrich Schliemann? What did he discover? What was the literary inspiration for his discoveries?

From *Documents* and Lecture

"Myth of Pandora"

1. Who was Hesiod?
2. What is the myth of Prometheus? Why was Zeus angry at Prometheus?
Why was Pandora created? Who was Hephaistos?
3. Who was Epimetheus? What advice did Prometheus give to Epimetheus concerning gifts?
4. What is the meaning of Pandora's name? How did she get this name?
5. What was the condition of humanity on earth before Pandora?
6. What was released from Pandora's jar? What remained in the jar?

"A Greek Woman's Vengeance"

* The "Leader" here is the leader of the chorus that helps tell the story to the audience.

1. Who was Euripides?
2. What is the legend of Jason and the quest for the golden fleece?
What is the Argo? How did Jason and Medea meet?
How did Medea betray her father and her native country?
3. Why did the women of Corinth look upon Medea as a snob?
4. Medea said that "Life has lost its savor." Why would she say this?

5. Medea said that "women are the unhappiest species." Why would she say this?
6. How did Medea refute the claim that women "have a safe life at home" when comparing the lives of men and women?
7. What boon did Medea ask of the women of Corinth?
8. Who was Creon? Why did he fear Medea? How did he punish Medea?
9. How did Jason betray Medea? How does he justify this act to Medea?
10. Jason told Medea that "... you got more than you gave." What did Jason mean?

From Class Lecture and Chapt. 3 (pgs. 58-60)

The War Against Troy

1. What was the "Dark Age" of Greece (1100-750 B.C.)?
Why was iron an important development of this dark age?
Why was writing an important part of this dark age?
2. Who was Homer? Did the man really exist? What two poetic works of Homer are best known? When did Homer live and write?
3. What are the kinds of values emphasized by Homer in his epic poems?
How was this applied to men? How was this applied to women?
4. Where was Troy?
5. Why did the gods Apollo and Poseidon have to serve Troy?
6. Why did Hercules sack the city of Troy?
7. Where were the Greek kingdoms that made war against (Achaean) Troy?
8. What two Greek kings led the war against Troy? What was the familial relationship of these two kings? Why are these kings called "Atrides"?
Who were the queens of these two kings? What was the familial relationship of the queens?
9. How, according to Greek mythology, did the war against Troy begin?
Who were Thetis and Peleus? Why was their wedding an important part of the start of the war?
Who was their son? How did that son become nearly immortal?
Who were the Myrmidons?
Why were the goddesses Hera, Athena, and Aphrodite important to the start of the war?
Who was Prince Paris? What was the "judgment of Paris"?
Who were the parents of Prince Paris?
10. Which side of the war did the goddesses Hera and Athena support?
Which side of the war did the goddess Aphrodite support?
Which side of the war did the gods Apollo and Poseidon support?
11. Who was Odysseus? How did he gain a reputation as a schemer?
12. Why did King Agememnon sacrifice his daughter Iphigenia?
13. Who were Hector and Andromache?
14. How did the famous Trojan Horse end the war?
Who was Cassandra? What was the curse placed on Cassandra?
Who was Laocoon? What happened to him and his sons? (See illustration, pg. 105)
15. Why did Athena condemn Ajax the Lesser for his conduct in the sack of Troy?
16. What happened to the women of Troy after the city was sacked?
17. What happened to Queen Helen after Troy was sacked?
18. Why did Queen Clytemnestra murder King Agememnon after he returned from Troy?
19. What is the subject of Homer's epic poem *The Odyssey*?

From Book I of *The Iliad*, "The Rage of Achilles"

1. What was the source of dispute between Achilles and Agememnon?
2. What was the role of Apollo in this dispute?
3. What does the dispute reveal about the fate of women in Bronze Age warfare?
4. How does Athena save Agememnon's life in this dispute?
5. Why are Thetis and Zeus important to Achilles in this dispute? What was their pact?

From Book III of *The Iliad*, "Helen Reviews The Champions"

1. When Helen reviewed the Greek warriors who was sitting next to her?
2. Which Greek warrior was described as: "... that Achaeon there, so stark and grand."
Which Greek warrior did Helen describe as: "... Laertes's son, the great tactician."
Which Greek warrior did Helen describe as: "... the giant ... bulwark of the Achaeans."
3. How did Helen describe herself and her part in the war?
4. The chapter involves a duel between what two men? Which men? Why these men?
Who won the duel? What was the role of Aphrodite in this duel?
5. How does Aphrodite treat Helen? How does she treat Paris?

From Book VI of *The Iliad*, *Hector Returns To Troy*

1. Who was Diomedes?
2. Why did Hector return to Troy? Why are Hecuba and Athena important at this time?
3. What case did Andromache make for Hector staying out of the fighting?
How did Hector answer Andromache on this subject?
4. Why did Hector's infant son, Astyanax, fear him?

From Book XVI of *The Iliad*, *Patroclus Fights And Dies*

1. Why does Achilles describe Patroclus as a "girl, a baby running after her mother"?
2. Achilles agreed to let Patroclus go into battle wearing Achilles's armor. What words of advice and caution did he give Patroclus?
3. Hector engaged what Greek warrior in combat throughout this chapter?
4. What prayer did Achilles make to Zeus?
5. What part did Apollo have in the death of Patroclus?
6. Who killed Patroclus? Did he do this in single combat, or did he have assistance?

From Book XXII of *The Iliad*, *The Death of Hector*

1. Why did Achilles want to kill Hector?
2. Who first saw Achilles coming over the plain to get at Hector?
3. What is the role of Athena in the death of Hector?
4. What did Hector ask of Achilles before he was killed?
5. In what ways did Achilles insult the body of Hector?
6. Who, fearing for Hector: "... cried dashing out of the royal halls like a madwoman."?

READINGS

Western Civilization - Chapt. 3 (pgs. 61-86), Chapt. 4 (full chapt.)
Documents of Western Civilization:
"Persian Invasion of Greece" by Herodotus (pgs. 28-31)
The Last Days of Socrates by Plato:
"The Apology" and "Crito"

LECTURES

30 Sept. - "The Persian Wars and the Birth of Classical Greece"
"Classical Greece and the ideal of the Citizen"
2 Oct. - "The Peloponnesian Wars and the End of Classical Greece"
"The Execution of Socrates"
7 Oct. - "Plato's *Apology*" and "*Crito*"
9 Oct. - "Alexander the Great and the Birth of the Hellenistic World"
"The Hellenistic World"
14 Oct. - "Jews in the Hellenistic World"
16 Oct. TEST III

From Lecture and Chapt. 3

1. The polis was the central institution of Greek culture. How did the polis influence Greek politics, culture, and religion?
2. What was a Greek hoplite? What is meant by the term "hoplite franchise?"
3. Why were colonies important to Greece?
4. What is a Greek tyrant? Who would support tyranny and why? Why did tyranny end? See the example of Cypselus in Corinth.

Sparta and Athens

1. Who was Lycurgus of Sparta? What were the reform of Lycurgus? (pg. 65)
What was a helot? What did the helots have to do with the reforms of Lycurgus?
What was the difference between a periokoi and a helot?
2. What is an oligarchy form of government?
How did Sparta's government represent both aristocratic government and democracy?
3. What was the Spartan position on the arts, philodophy, commerce and foreign travel?
4. The great lawgivers of Athens. Who were Draco, Solon, and Cleisthenes?
What were the reforms instituted by these Athenian leaders?
5. What role did citizen class wives have in Athenian society?
What were the differences in the roles between Athenian and Spartan citizen class women?
(See "Women In Athens And Sparta, pg. 85.)
6. Who were the hetairai of Athens? Who was the matron goddess of the hetairai?
Who was Aspasia? Why was she called 'the uncrowned queen of Athens?'
7. Why did Aristotle take the position that slavery was a necessary part of Greek democracy?

The Persian Wars

1. How were the Greek colonies of Ionia a cause of war between Persia and Greece?
Where is Ionia?
2. What did the Greek playwright Aeschylus describe as the essential difference between the Greeks and the Persians?

- Who was Emperor Darius? Who won the Battle of Marathon (490 B.C.)?
(See - Herodotus, "The Battle of Marathon" pg. 70.)
- Who was Emperor Xerxes? Who won the Battle of Thermopylae (480 B.C.)?
(See - Herodotus, "Persian Invasion of Greece" in *Documents*, pgs. 28-31.)
- What is the Parthenon? How did victory over Persia play a part in the construction of the Parthenon? What goddess does the Parthenon honor?

From the "Funeral Oration of Pericles" (pgs. 55 & 73)

- Who was Pericles? Why is he so closely associated with classical Greece?
- Who does this speech honor?
- What does this speech say about being a citizen of Athens?
- Why do Athenian citizens willingly obey the law?
- Who did Pericles say "... has no business here at all."

From "The Politics of Aristotle" (pg. 82)

- Does Aristotle see the polis as a natural institution?
- Does Aristotle admire a man who is not a citizen of a polis?
- What role does language have in the polis?

The Peloponnesian Wars (431-404 B.C.)

- What Greek states were the leaders of the warring alliances in these wars?
Who won these wars?
- How did the play *Lysistrata* by Aristophanes express Athenian anti-war views?
- How did the end of the Peloponnesian Wars effect democracy in Athens?
Who were the Thirty Tyrants? How did the Thirty Tyrants come to power?
How did the Thirty Tyrants lose power?

Socrates and Plato

- How do we know of Socrates? Who was Plato? What is a Platonic "Dialogue?"
- What is the "Socratic Method" of discourse?
- Why was Athens an ideal home for a man like Socrates?
- Why did Socrates distrust democracy? (See the description of *The Republic*, pg. 80.)
- What is a sophist? Why did Socrates not consider himself a sophist?
- How did the fall of the Thirty Tyrants lead to the arrest and execution of Socrates?

From "Apology" by Plato

- What were the charges against Socrates? Who brought the charges against Socrates?
- Who was Alcibiades? What did he have to do with the charges against Socrates?
Who was Critias? What did he have to do with the charges against Socrates?
- What was the Oracle at Delphi? What did the Oracle say about Socrates and wisdom?
What did Socrates conclude about his own wisdom? How did he reach this conclusion?
What was the role of the "Socratic Method" of discourse in this?
- How did the play *The Clouds* by Aristophanes play a role in Socrates' defense?
- Why did Socrates not fear death?
- What, according to Socrates, was his role in Athenian society?

From "Crito" by Plato

- What is the setting of this Dialogue? Who was Crito?
- What were Crito's arguments in favor of Socrates escaping the death sentence?
How did Socrates refute those arguments?

3. The laws of Athens speak to Socrates in this Dialogue. What did the laws say about a citizen's duty to the polis?
Why do the laws of Athens point out that Socrates, above all others, had a duty to obey the laws of Athens?
What do the laws of Athens say about the kind of life Socrates would have in exile?

From Lecture and Chapt. 4

1. Who was Philip II? Where was his home kingdom?
2. Philip's wife, mother of Alexander, was Olympius. Why did the birth status of his mother call into question Alexander's right to be Philip's heir?
3. Alexander claimed to be a descendent of what two legendary Greek heroes?
4. What was the purpose of the Corinthian League?
5. What role did Aristotle have in the life of Alexander?
6. Who was Demosthenes? What were the "Philippics"?
7. What, after the defeat of Emperor Darius of Persia did Alexander do with the wife and daughter of Darius?
8. What was the extent of Alexander's conquests?
9. J.J. Spielvogel, in the text on pgs. 87-88, described Alexander as believing "in an ideal of universal humanity." What did Alexander do to further this ideal?
10. J.J. Spielvogel, in the text on pg. 88, described the legacy of Alexander as the creation of a *Hellenistic* world. What is meant by this? Why is the Greek language critical?
How did Alexander's creation of new cities help create this *Hellenistic* world.
(Alexandria, Egypt, is the best example.)
11. What were the three major *Hellenistic* dynasties? What was the source of their names?
(See - the Antigonid dynasty, the Seleucid dynasty, the Ptolemy dynasty.)
12. What did J.J. Spielvogel mean when he described the *Hellenistic* world as having "New opportunities for Upper-Class Women?"
13. What was the role of slavery in the *Hellenistic* world?
14. Why was the gymnasium an important feature of the *Hellenistic* world?
15. What were the "mystery religions" of the *Hellenistic* world? What was their appeal?
16. Why could Jews not be citizens of *Hellenistic* cities?
17. What was the Jewish revolt of the Maccabees? Why did it happen?
18. What is the Jewish sacred day of Hanukkah?
19. What is the Jewish "Diaspora?" Why is Alexandria, Egypt, an example of the "diaspora?"
20. What is the Septuagint? Why was it created?

READINGS

Western Civilization - Chapt. 4 & 5 (full chapters)

Documents of Western Civilization

Part 5 "The Roman Republic" 5.1 "Tarquin the Proud and the Rape of Lucretia"

5.3 "The Gracchi Brothers and Reform"

Part 6 "The Roman Empire" 6.2 Introduction to "*The Aeneid*: The Founding of Rome and the Curse of Dido"

Agricola by Tacitus

LECTURES

21 Oct. - "The Founding of Rome"

"The Roman Republic"

23 Oct. - "Rome: The Rise To Empire"

28 Oct. - "Julius Caesar and the End of the Republic"

30 Oct. - "Tacitus, *Agricola*"

3 Nov. TEST IV

Rome: From Origin To Republic

See - chapt. 5 & *Documents*, Introduction to *The Aeneid*, and "Tarquin the Proud and the Rape of Lucretia"

1. What was the Roman link to Troy? (Who was Aeneas? Who was Dido?)
2. Who were Romulus and Remus? (Why are Romans called "children of the wolf?")
3. Where in Italy is Rome? Where are the Tiber, Rubicon, and Po Rivers?
4. Where in Italy were the Etruscan city states?
5. Where in Italy were the greek colonies?
6. What was the language of the Romans? Why that language?
7. What was the "Rape of the Sabine Women" and how did this enhance Roman power?
8. How did the "rape of Lucretia" contribute to the birth of the Roman Republic?
From *Documents* "Tarquin the Proud and the Rape of Lucretia"
Who was Tarquin? Who was Collatinus?
What was the boast of Collatinus concerning his wife?
How did Lucretia "won the contest in womanly virtue?"
What caused Tarquin to be "determined to debauch" Lucretia?
Why did Lucretia finally "yield" to Tarquin?
How did her father and husband find out about the rape? (Did they condemn her?)
How did Lucretia punish herself?
What did the populace of Rome do in response to the rape?
What punishment did Tarquin receive? How did he die?
9. What are Roman Patricians and Plebeians?
10. What was the "Struggle of the Orders" and how was it resolved?
11. What is a Roman tribune? What are the laws of the Twelve Tables?
12. The Roman political institutions that were the basis of the Republic:
The Consuls, The Senate, The Assembly of Citizens
13. Why was public education necessary to the Republic?

Rome: The Rise To Empire

1. What was the importance of Roman victory over the city of Veii? (See the map of Italy.)
2. How did the Romans treat the defeated tribes of Italy?
3. What danger did the Celtic tribes of Europe present to Rome?
4. Who was King Pyrrhus? Why did he go to war against Rome?
5. Rome defeated Carthage in three "Punic" wars.
Where was Carthage? What culture founded Carthage? Who was Hamilcar Barca?
Who was Hannibal Barca? What happened to Carthage?
6. Roman conquest of Greece resulted in the *Hellenization* of Rome. What examples are there of this?

Rome: The End of the Republic

1. How did the Roman rise to empire create a land crisis?
How was this land crisis also a military crisis?
2. Who were the Gracchi brothers? Why were they popular with Roman veterans?
Why were they killed? How did the killing of the Gracchi brothers reflect the break down of Roman political institutions?
(Look to the questions in *Documents* "The Gracchi Brothers and Reform" by Plutarch)
3. Who was Marius? How did Marius address the land crisis and the Roman military?
How did the military reforms of Marius contribute to the destruction of the Republic?
4. What was the "1st Triumvirate" and why was it formed?
5. Who was Julius Caesar? What was so drastic about Caesar's crossing of the Rubicon River?
6. Why was Pompey? How did Pompey die?
7. Why was Julius Caesar killed?
8. Who was Cleopatra? Who were her two Roman husbands?
9. Who was the first emperor of Rome? How did he come to power?

The Agricola by Tacitus

1. Tacitus is often called a romantic in his views of the barbarians. How is that reflected *Agricola*?
Look to Tacitus's depiction of a glorious and honorable past and a corrupted, tragic present.
Look to his depiction of Calgacus and Boudica.
Look to his respect for nobility, personal honor, and valor.
2. *The Agricola* is a biography. Who was Agricola? How does Agricola represent Tacitus's romantic view of Roman honor?
3. How does the book reflect the conflicts between the Roman Senate and the Emperor?
Who was the Emperor? What was Tacitus's role in this conflict?
4. Tacitus is best known as a military historian (the term "tactics" comes from his name).
How is this reflected in the book?
Look to his depictions of how troops were formed and deployed. The use of non-Roman troops or "auxiliaries." Look to his descriptions of weapons and their use.

READINGS

Western Civilization -Chapt. 6 (pgs. 157-163), Chapt. 7 (pgs. 165-173)
Documents of Western Civilization
"The Nicene Creed" (pgs. 92-93)
"Martyrdom of St. Perpetua" (pgs. 96-100)

The Bible - *The Gospel of Matthew*
The Acts of the Apostles (chapters. 1-9, versus 1-22 in chapt. 9, chapters. 22, 26)

LECTURES

10 Apr. - "The Birth of Christianity"
15 Apr. - "Romans and Christians"
17 Apr. - "Romans and Christians"
22 Apr.- "Emperor Constantine"
24 Apr. TEST V

Christianity

1. How did the conflict between Romanized/Hellenized Jews and traditional Jews effect the state of Judea?
2. What was the Jewish "Messiah" belief? Why would this belief be of concern to Roman authorities?
3. Who was King Herod the Great? What was the role of Rome in his rise to power in Judea?
4. Why was the Jerusalem temple important to Jews?
King Herod the Great rebuilt the Jerusalem temple. What were the objections to the design of the new temple?
5. Jesus was born under the rule of what Roman emperor?
6. What were the Gospels? Why were they written? In what language were they written? When were they written?
7. *The Gospel of John* (chapt. 19 verse 20) describes a board on the cross of Jesus with the words "King of the Jews" written in three languages. What were the languages? Why these languages?
8. For what incident at the temple was Jesus arrested? What was the role of the High Priest of the temple in the arrest and trial of Jesus?
9. What was the role of Roman authorities in the execution of Jesus? Who was Pontious Pilot?

The Gospel of Matthew

1. Who were the parents of Jesus? Why is the family lineage described in this gospel important?
2. What role did King Herod play in the birth story of Jesus?
3. Who was John the Baptist? What role did he have in the life of Jesus? Why was he executed? (Who was King Herod Antipas?)
4. Who tempted Jesus in the wilderness? What was offered to Jesus?
5. How were the disciples of Jesus selected?
6. Who was Matthew? Why did some object to his being a disciple?
7. Where did Jesus preach his most famous sermon?
8. What role do miracles have in this gospel?
9. Who was Judas Iscariot? What was his role in the arrest of Jesus? How did he die in this gospel? (See *The Acts of the Apostles*, chapt. 1, verse 18-20, for the other version of his death.)
10. Who was Pontious Pilot? Who was Barabbas?
11. Where was Jesus executed? By what method was Jesus executed?
12. How does this Gospel give Christians faith in the resurrection of Jesus?

Christianity and Judaism

1. In what ways did the Roman authorities try to accommodate Jewish religious law tradition?
In what ways did Judaism come into conflict with Roman paganism?
2. The roots of Christianity are in Judaism but Christianity became an independent religion.
What differences separate Christianity from Judaism?
Why was Stephen executed in Jerusalem? (See *Acts* chpts. 6-8)
Who was Saul (Paul) of Tarsus? How did he become a Christian convert? (See *Acts*, chpt. 9 :1-30)
Why would Paul be an ideal missionary in a Roman/Hellenized world?
3. How did the Jewish Revolt (66-73 A.D.) contribute to the growth of Christianity?
What happened to the Jerusalem temple in the Jewish revolt?
What is the "Wailing Wall" of Jerusalem? What is the Jewish "Diaspora?"

Romans and Christians

1. In what ways did Christians come into conflict with Romans?
Why would Romans not view Christians as good citizens?
What was the pagan revival movement? Why was it initiated? What was the "Cult of the Emperor" and why is it an important part of the pagan revival movement?
2. Why did Rome, rather than Jerusalem, become the center of Christianity?
3. Why was Christianity able to gain so many followers in the Roman empire?
4. How did the 2nd Jewish Revolt (115-132 A.D.) effect Christianity? Who was Simeon Bar Kochba?
5. Roman state persecution of Christians began with Emperor Nero. Why did Nero persecute Christians? Was persecution of Christians popular with Romans?
6. How did conditions in the empire influence the persecution of Christians.
(Connect this with the "Cult of the Emperor" and the pagan revival movement.)
7. Who was Perpetua? How did she die? How could she have saved her life? (See *Documents*)
8. What was the Edict of Toleration (261 A.D.)? Why was this edict issued?
9. Why did Emperor Diocletian (285-305 A.D.) initiate the "Great Persecution" of Christians?
Was the "Great Persecution" successful?

Emperor Constantine

1. Who was the father of Constantine? What role did he play in the "Great Persecution?"
2. Where was the Battle of Milvian Bridge? Why was the battle fought? Why is this battle important to Christianity?
3. What was the Edict of Milan? Why did Emperor Constantine issue this edict? How did the edict effect Christianity?
4. How did Emperor Constantine contribute to the separation of Christianity and Judaism?
5. What was the Catholic Church?
6. Who was Bishop Donatus? What was the Donatist heresy? (What does "heresy" mean?)
7. Who was Bishop Arius? What was the Arian heresy?
8. Why would Emperor Constantine be concerned about Christian heresy?
What was his role in the Council of Ariles, and the Council of Nicea?
9. What was the Nicene Creed? Why was it issued? (See *Documents*)
10. What contribution did Helena, mother of Constantine, make to Christianity?

READINGS

Western Civilization - Chapt. 7, 8 (See outline titles for specific pages.)

Documents

- "Conversion of Clovis" (pgs. 101 - 104)
"Missions of St. Boniface" (pgs. 118 - 120)

LECTURES

- 29 Apr. - "The Fall of the Roman Empire and the Triumph of Christianity"
1 May - "The Byzantine Empire"
6 May FINAL TEST

The Fall of the Roman Empire and the Triumph of Christianity
From lecture and text, chapt. 7 (pgs. 169 - 186)

1. How did the threat of migrating Germanic tribes influence Roman foreign policy?
2. How did Emperor Valens die?
3. What is meant by the term "federates" in regard to Germanic tribes?
4. Who was Attila the Hun?
5. Who was Alaric the Visigoth?
6. Why did Emperor Honorius take Roman troops from Britain?
7. Who was Gaiseric the Vandal?
8. Why is 476 A.D. often dated as the end of the Roman Empire?
9. What was the role of barbarian tribal kings in the rapid spread of Christianity?
(See the conversion of Clovis in text and Documents.)
10. What was the role of Roman politics in the spread of Christianity?
11. What was the role of the Church and its missionaries in the spread of Christianity?
(See the "missions of St. Boniface" in Documents.)
12. Why is Augustine called one of the fathers of the Latin (Catholic) Church?
(See text on Confessions and City of God.)
13. What was Jerome's great contribution to Catholic orthodoxy?
14. On what basis did the Bishop of Rome (pope) claim authority over all Christians?
15. How did Pope Gregory the Great enhance papal authority?
16. How did the Catholic monks of Ireland "save Western civilization" for posterity?

The Byzantine Empire

From lecture and text, chapt. 7, (pg. 168, "Constantine's Building Program"), (pgs. 186 - 192)
chapt. 8, (pgs. 218 - 219)

1. Who founded the city of Constantinople, and why?
(Why is it called the Byzantine Empire?)
2. What was the primary language of the Byzantine Empire? (Why that language?)
3. Why are Emperor Justinian and Empress Theodora considered successful rulers?
(See Justinian's code of laws, his building program, and his attempt at eastern and western unification.)
4. Why did the Christian church of the Byzantine Empire (Greek Orthodox) become separated from the Roman Catholic (Latin) Church? (See the issue of papal supremacy.)
5. What was the "iconoclasm" crisis of the Byzantine Empire? (What is an icon?)
6. How did the "iconoclast" crisis contribute to the separation of the Latin and Greek Churches?
7. Why did the Byzantine Empire outlast the Roman Empire in the West?

Section for dual-enrolled high-school students

1

HUMANITIES I
680:021
7:30-8:45 TTH SRL 14
Syllabus
FALL 2008

Instructor: John Higdon
Office: SEERLEY 203
Phone: 3-7128 HOME 268-0158
E-Mail: john.higdon@uni.edu
Office Hours: TTh. 8:45-9:15 or by APPOINTMENT

I. COURSE DESCRIPTION:

Humanities 1 traces the development of Western Civilization from prehistory to the end of the middle-ages. I will explore the major political, social, economic, scientific, intellectual, cultural, and religious developments contributing to western society. This includes the significant events and contributions of the early Middle Eastern Civilizations, Egypt, Classical and Hellenistic Greece, the Roman Empire, the Christian Church, and Medieval Europe.

II. COURSE PURPOSES, GOALS, AND OBJECTIVES

This course is designed to give the student a board overview of history, literature, politics, philosophy, religion and the fine arts in Western Civilization from prehistory to the fifteenth century. It is the hope of the instructor that this course will increase your awareness and understanding of the World and where we fit into it. One of the goals of this class, therefore, is to derive a framework of relevancy and importance for you in your study of Humanities. Other goals and objectives include:

*recognize and understand the major concepts and themes of the past history of Western Europe.

*outline the major time periods of Western History and analyze the causes and results of the sequence of events.

*discriminate between historical fact and fiction, and understand how these facts have shaped and influenced our everyday lives.

*develop an emotional appreciation of selected periods and events through exposure to the writings, films, and music of the time.

III. COURSE MATERIALS

A. The following list is the required books for this course:

Text: Kishlansky, Civilization in the West, Vol.A

Plato: The Trial and Death of Socrates

Sophocles: The Three Theban Plays

Suetonius: The Twelve Caesars

The Song Of Roland

IV. COURSE DESIGN

It is my intention to vary the way I deliver information in this class. I will use the lecture method to introduce the necessary facts and ideas and then I will use a number of other ways to create a learning environment with the remainder of the class time. This technique requires you to always be prepared when attending class. If I choose to use a class discussion we will only benefit in proportion to your preparation and willingness to get involved. It's your education so you must take responsibility for getting it.

V. COURSE POLICIES

A. **Attendance: YOU ARE ALLOWED TO MISS 2 CLASSES: FROM THAT POINT ON, 10 POINTS WILL BE SUBTRACTED FROM YOUR OVERALL GRADE,**

FOR EACH CLASS MISSED.

B. Class Participation: You must participate in class if you are to learn and we are to learn from you. I do not always expect you to interact in a brilliant manner for I am aware we can all have our off days, but I do expect you to come to class prepared and give the class your best effort. Remember there are no bad questions and no silly answers. We all bring different life experiences to class and we can all learn from each other.

C. MISSED QUIZZES AND TESTS WILL BE MADE-UP ON THE DAY OF THE FINAL!!!!!!

D. Special Needs: Students with disabilities or special needs should feel free to contact me privately concerning services and adaptations; reasonable accommodations will be provided.

VI. THE GRADING SYSTEM

This course is designed to give students a number of opportunities to demonstrate how well they have learned. I do not grade on a curve. You are not competing with your classmates but should instead be working together to all learn as much as possible from the course. The following is a break down of the grading:

| | | |
|-----------|------------------|------------|
| 7 Quizzes | 20 points each = | 140 |
| Test 1 | | 50 |
| Test 2 | | 50 |
| Test 3 | | 50 |
| Final | | <u>50</u> |
| | | 340 points |

Tests will be multiple choice, short answer and essay questions from the material in the text, my lectures and the readings. The seven quizzes will cover the readings and will be short answer or short essay. I also retain the right to give pop-quizzes at any time, but if I do give you

one, they will count as extra credit. Letter grades will be assigned as follows:

316-340 A
 306-315 A-
 296-305 B+
 282-295 B
 272-281 B-
 262-271 C+
 248-261 C
 238-247 C-
 228-237 D+
 214-227 D
 204-213 D-
 000-203 F

The Schedule

NOTE: The following schedule is tentative. I reserve the right to alter the schedule when I deem such alterations appropriate.

| <u>Day</u> | <u>Topic</u> | <u>Week's Assignment</u> |
|------------|--|---|
| Aug. 26 | Introduction to Course | Text: Chapter 1 The Old Testament: Genesis and Exodus |
| 28 | Why Humanities Early Man | |
| Sept. 2 | Mesopotamia | Sophocles; Oedipus the King |
| 4 | Mesopotamia cont. | |
| 9 | Egyptian Civilization (Hand out for map quiz) | |
| 11 | Egypt | |
| 16 | MAP QUIZ Egypt (Old Testament Quiz Due) | |
| 18 | The Phoenicians/The Hebrews | |
| 23 | Review for test 1 (Chapter 1) | Chapter 2 Plato: Trial and Death |
| 25 | Test 1 | |
| Oct. 30 | Minoan & Mycenaean Civ./The Polis | Plato: Trial and Death |
| 2 | The gods/Homer Sophocles Quiz | |

- 7 Homer cont
 9 Athens (Lec. & video)
- 14 Sparta/Persian Wars
 16 Pre-Socratic, Socrates/The Peloponnesian War (video) (Handout map 2)
- 21 Philosophy/The Republic
QUIZ: THE TRIAL AND DEATH OF SOCRATES /Philosophy
- 23 Alexander The Great Suetonius: The Twelve Caesars Chapter 3
 Hellenism (Julius Caesar, Augustus)
- 28 **MAP QUIZ 2 Review test 2 (Chapters 2 and3)**
 30 **TEST 2**
- Nov. 4 The Roman Republic/The Punic Wars Chapter 4
 6 Imperial Rome Chapter 5
- 11 **Suetonius Quiz**/Life in Rome (video)
 13 The Early Church
- 18 The Fall of Rome/Constantine Chapter 6
 20 (cont. Lec.) Review Test 3 (Chapters 4, 5, and 6)
- Thanksgiving Break**
- Dec. 2 **Test 3**
 4 Byzantine Empire Chapter 7
- 9 Islam
 11 **Quiz Song of Roland** Franks/Charlemagne Chapter 8
- 16 **FINAL (Tues. 7:30-8:45) (Chapters 7 and 8)**
Make up any missed quizzes and tests.