Introduction to Humanities (Honors), Fall 2013
Required texts: Henry Sayre, *The Humanities: Culture, Continuity & Change, Book I.*
Other materials on Blackboard or at Cal Copy as assigned.

**Catalog Description:** Preliminary investigation, how values and ideals are expressed in literary, artistic, and intellectual achievements of individuals and civilizations throughout the world (3 units, 3 hours lecture).

**Course Description:** To risk a time-worn cliché, this class will be a voyage of exploration, as we journey through space and time to visit the places where civilization has flourished and see the artistic products of those cultures. Necessarily, we can’t cover the entire history of the human race or its many cultures -- in truth, we can barely scratch the surface. Nonetheless, we’ll look at a selection of masterpieces from the Western world and elsewhere. This class uses history as its frame, so we’ll move forward in time from prehistory towards the modern world, sampling -- very selectively -- major examples of sculpture, painting, architecture, music, and literature. Specifically, after a glance into our Neolithic past, we’ll study the ancient Near and Middle East and then move on to Classical Greece and Imperial Rome for the origins of Western Civilization. If this class is a voyage of cultural exploration, then the textbook is our atlas and should always accompany you here.

**E-mail / Internet:** I make regular use of e-mail and the Internet in this class. Announcements, program changes, and class materials are distributed via e-mail or are placed on Blackboard for you to download. Therefore, it is necessary -- as necessary as your buying the textbook -- that you have a current e-mail address and check it at least once a week. I’ll go over materials in class as well, of course, but you may well miss them or receive them late if you’re not routinely on-line. It’s not a bad idea to check for last-minute announcements before coming to class, either. Finally, don’t be concerned if you don’t always receive a reply to any e-mail that you may send to me; I simply might deem it worth a collective response rather than an individual one, as the issue you’ve raised might concern the whole class.

**Workload:** 3 exams, 2 required papers, discussion, 1 presentation. Several pop quizzes, given randomly and usually at the very start of class (to encourage prompt attendance). Typically, exams are short answer / fill-in-the-blank, with some lecture slides to identify. One make-up session for a missed exam is offered the last week of term, with different content and method, so think carefully if you decide to pass on a regularly scheduled exam.

**Grades:** 20% of term grade for each exam, 20% for the presentation, 20% total for the written work and the quizzes, based on the total point value earned. Extra credit: students may write additional reflection papers on any other film/documentary screened in the classroom (following my guidelines); this earns you a further grade step (+/-) on a letter-graded assignment at the end of term.

**Films:** Besides some documentaries, I show a couple of cinematic works that I consider important and informative works of art. These provide the topics for your essay assignments. They are films made by adults, for adults, and some carry R ratings for sex and/or violence. If you’re underage or for whatever reason feel unable to watch what I’m presenting to the class, let me know and I’ll arrange an alternate assignment for you, though this may well require some
legwork on your part. Consider yourself warned and make your decision to view such films accordingly. Also see the department disclaimer below.

**Office hours:** You’re encouraged to meet me in my office during the semester. This may be to follow upon a poor exam result or just to discuss humanities, politics, or whatever else is on your mind – so drop by.

**Attendance & class participation:** I take attendance regularly, if not always at every class session. Perfect attendance earns you an extra grade step on a letter-graded assignment at the end of term (like doing another EX CR). Two unexcused absences is the official limit; after that you may lose one full letter grade per missed day (A to B, B to C, etc.), at my discretion. I also use attendance and general class comportment to help determine where to place someone who’s on the cusp of two grades. Only doctor-certified illness or documented legal concerns constitute excused absences, though if you have a serious problem (i.e., a work conflict), let me know and I’ll try to accommodate you.

You can only do better by attending regularly and taking good notes. Much of my lecture material corresponds to the textbook, but I do introduce other ideas as well, so be aware that anything touched upon in my lectures or in the reading is fair game for an exam question. Before each exam, I’ll briefly go over essential material. For all those reasons, you’re encouraged to exchange e-mails and phone numbers with a few peers; you’ll have a way to catch up if you miss class, and -- who knows? -- you may make a few new friends.

**Study guides:** These are luxuries that no instructor is obliged to provide. If you want to do well on exams, you need to pay attention, take good notes, read the material, and review diligently all that accumulated knowledge. Right before a test I provide a brief list of points that you should know – but that is a gift to you and is delivered when convenient for me. It is certainly not an entitlement, nor is reviewing it a substitute for the kind of hard work expected of college students. I do not post my lecture notes on Blackboard.

**Class conduct:** While in class, you’re expected to conduct yourselves as professionals. Informed questions and polite attention make for good participation; eating lunch, talking to your neighbor, checking e-mail, or chatting on the phone distracts both your colleagues and myself and will not be tolerated. **Mobiles off! No laptops, texting, or phone use once class is in session; doing so will result in your being obliged to leave and take an absence for that day.** Late arrivals or those who have to leave early, please sit at the back and enter or exit quietly. Drinks and snacks are fine, but no full-scale meals -- and if you spill anything, clean it up!

**Advice on the readings:** To help ground yourself in the various eras covered, you should read the timeline and the summary materials at the beginning and end of any chapter. Read all material within the assigned pages. Also, the page numbers refer to blocks of information that may fall slightly outside them, so if the discussion appears to start or stop in medias res, look back or forward to find where the paragraph actually begins or ends. Don’t be put off by seemingly lengthy readings; often they include several pages of plates interspersed with text. Last of all, “plates” = “pictures” -- simple enough.

**Student health, etc.** Please let me know as early as possible if you need special accommodation for exams (SDS) or have any other private concerns.
Please read the following statements, which explain standard university policies on GE classes such as ours.

FOUNDATIONS OF LEARNING

Foundations of Learning courses follow and build upon Communication and Critical Thinking courses and are offered by individual departments and interdisciplinary areas in the Natural Sciences and Quantitative Reasoning, Social and Behavioral Sciences, and Humanities and Fine Arts. Foundations of Learning courses in the Natural Sciences and Quantitative Reasoning are divided into four categories: 1. Physical Sciences, 2. Life Sciences, 3. Laboratory, and 4. Mathematics and Quantitative Reasoning. Those in the Humanities and Fine Arts are divided into five categories: 1. Literature, 2. Art, Classics, Dance, Drama, Humanities, and Music, 3. History, 4. Philosophy and Religious Studies, and 5. Foreign Language. Foundations of Learning courses introduce students to the basic concepts, theories, and approaches offered by disciplinary and interdisciplinary areas of study. They provide the foundation to understand and approach problems in the academy, and in local and global real-world environments. Consistent with class size and learning goals, they cultivate skills in reading, writing, communication, computation, information-gathering, and use of technology. Where appropriate, courses intended as preparation for a major may also be designated as Foundations courses. Only lower division courses are designated as Foundations of Learning courses.

HUMANITIES & FINE ARTS

The Humanities and Fine Arts encompass works of the imagination, such as art, literature, film, drama, dance, and music, and related scholarship. Students better understand human problems, responsibilities, and possibilities in changing historical contexts and diverse cultures, and in relation to the natural environment. Students acquire new languages and familiarize themselves with related cultures. They gain the ability to recognize and assess various aesthetic principles, belief systems, and constructions of identity. Students acquire capacities for reflection, critique, communication, cultural understanding, creativity, and problem solving in an increasingly globalized world.

GOALS FOR GE COURSES IN THE HUMANITIES & FINE ARTS

• Goal 1: Analyze written, visual, or performed texts in the humanities and fine arts with sensitivity to their diverse cultural contexts and historical moments.
• Goal 2: Develop a familiarity with various aesthetic and other value systems and the ways they are communicated across time and cultures.
• Goal 3: Argue from multiple perspectives about issues in the humanities that have personal and global relevance.
• Goal 4: Demonstrate the ability to approach complex problems and ask complex questions drawing upon knowledge of the humanities.
Course plan, 1st ed. Readings are due on the day assigned. All assignments subject to change if we get behind or find new topics to explore.

I  (8-26) Course introductions and policies.
     (8-28) No class – Jury Duty!
     (8-30) The Humanities -- what is a masterpiece? Christ Pantocrator.

II (9-2) Labor Day -- no class.
    (9-4) Paleolithic & Neolithic art (1-22). Neanderthals rock!
    (9-6) Viewing: The Mystery of Stonehenge (excerpts), BBC & Eddie Izzard clips.

     (9-13) Writing & Hammurabi’s Code (48-49), Epic of Gilgamesh (52-54). See Blackboard links for recommended reading.

IV (9-16) Ancient Egypt (63-64).

     (9-25) Exam 1. See study guide.

       (10-4) The Odyssey (149-50, 152-55).

VII (10-7) Student presentations begin. Papers on Homer due today.
       (10-9) Literature & history: Hesiod (161-63), Sappho (174-75),

VIII (10-14) Pottery & early architecture (160-61, 165-69).
      (10-16) Pottery & early architecture (170-72).

       (10-23) Later architecture (212-13, 216-18).

    (10-30) Viewing: Plato, Parable of the Cave (narr. Orson Welles).
    (11-1) Greek drama (205-09, 224). Exam review.

XI (11-4) Exam 2. See study guide.
      (11-6) Viewing: Sophocles, Oedipus Rex.
      (11-8) Viewing: Sophocles, Oedipus Rex.

XII (11-11) Veteran’s Day – no class.
      (11-15) The Roman Era: Empire (245-65).

       (11-20) Roman literature: Cicero, Juvenal, Ovid, and Vergil (240-41, 243-44, 250-52).
XIV (11-25) Vergil's *Aeneid.
     (11-27) Vergil's *Aeneid.
     (11-29) Thanksgiving Break.

XV (12-2) Pompeii; Roman art. *Classical Ideal* papers due today.
     (12-6) Viewing: *Satyricon*.


XVII (12-13) FINAL EXAM, 10:30-12:30. See study guide. *Satyricon* papers due today.
Course plan, 2nd ed. Readings are due on the day assigned. All assignments subject to change if we get behind or find new topics to explore.

I (8-26) Course introductions and policies.
(8-28) No class – Jury Duty!
(8-30) The Humanities -- what is a masterpiece? Christ Pantocrater.

II (9-2) Labor Day – no class.
(9-4) Paleolithic & Neolithic art (1-17). Neanderthals rock!
(9-6) Viewing: The Mystery of Stonehenge (excerpts), BBC & Eddie Izzard clips.

(9-13) Writing & Hammurabi’s Code.
Epic of Gilgamesh (45-49). See Blackboard links for recommended reading.

IV (9-16) Epic of Gilgamesh (conc.).
(9-18) Ancient Egypt (65-93). Online reading: Queen of Sheba.


(10-4) The Odyssey (149-50, 152-55).

VII (10-7) Student presentations begin. Papers on Homer due today.
(10-9) Literature & history: Hesiod (110), Sappho (124),
(10-11) Herodotus & Thucydides (111).

VIII (10-14) Pottery & early architecture (110-16).
(10-16) Pottery & early architecture (120-23).

IX (10-21) Music & sculpture (116-19, 125, 139-47).
(10-23) Later architecture (158-63).

X (10-28) Philosophy (148-51).
(10-30) Viewing: Plato, Parable of the Cave (narr. Orson Welles).
(11-1) Greek drama (151-56). Exam review.

XI (11-4) Exam 2. See study guide.
(11-6) Viewing: Sophocles, Oedipus Rex.
(11-8) Viewing: Sophocles, Oedipus Rex.

XII (11-11) Veteran’s Day – no class.
(11-13) The Roman Era: Republic (175-84). Oedipus Rex papers due today.
(11-15) The Roman Era: Empire (185-91).
XIII  (11-18) Roman Architecture (192-207), Roman theater.
     (11-20) Roman literature: Cicero, Juvenal, Ovid, and Vergil (181, 183-84, 209-10).

XIV  (11-25) Vergil's Aeneid.
     (11-27) Vergil's Aeneid.
     (11-29) Thanksgiving Break.

XV   (12-2) Pompeii; Roman art. Classical Ideal papers due today.
     (12-6) Viewing: Satyricon.


XVII (12-13) FINAL EXAM, 10:30-12:30. See study guide. Satyricon papers due today.