

Basic Information for GNHU 201-03, General Humanities I: to 1400
Montclair State University Fall 2006

Instructor: Jean Alvares
 Time/Place: DI-275 Monday Thursday 10:00 – 11:15 AM
 Office: DI-108 Office Hours: 1:00-2:30 Monday, Tuesday & Thursday or by Appointment.
 Telephone: 973-655-5292 E-Mail: ALVARESJ@mail.montclair.edu
 The course page is accessed via Blackboard. **Select** GNHU201_03FA06 GEN HUMANITIES I-TO 1400

Texts R. T. Matthews and F. D. Platt, *The Western Humanities, Volume I 5th ed.*
 R. T. Matthews and F. D. Platt, *Readings in the Western Humanities, Volume I 5th ed.*
 Euripides' *Hippolytus* (Robert Bagg, translator) Oxford.

Grades	Homework, Papers, In-Class work	20 %	Diagnostic Test	5%
	Two One-Period Tests	48%	Final	27 %

Grade Scale	100-93	A		86-83	B		72-70	C-		62-60	D-
	92-90	A-		82-80	B-		69-67	D		59-0	F
	89-87	B+		79-77	C+		66-63	D			

MORE INFORMATION AND MATTERS OF POLICY

OBJECTIVES: The basic aim of this course is to acquaint the student with the important themes, topics and greatest artworks of the (basically Western) humanities from the beginnings of civilization to around 1400 C.E. The course's two overarching goals are to (1) acquaint students with the central accomplishments of the cultures studied; (2) give students an understanding of how these cultures laid the foundations — for good and ill — of the modern era which begins with the Renaissance. This is, needless to say, a huge subject and able to be approached from many, many different viewpoints and attitudes My ideal (and it is an *ideal*) is to teach the traditional topics in the Humanities (art, literature, music, architecture, philosophy, history, theology, et. al.) in a manner which situates them in the context of great historical trends (the march of technology, the growing appreciation for individualism etc.), local history (Athens, Rome, Jerusalem), their interdependence (connections between drama and philosophy, painting and rhetoric for example), and their links to more recent developments (*e.g.* current debates about 'natural law'). This will be a Grand Tour indeed, and, at the end, the hope is that the student will have acquired a deeper understanding of the basic questions that have preoccupied great artists, leaders and thinkers for millennia, and the wide varieties of responses to these questions, gained new ways of looking at the world, and a greater understanding of how our civilization came into being and changed with time.

GRADING: The 20% homework, paper and quiz grade will be split between (1) post/pre-reading homeworks; (2) short 2-3 page papers); (3) in-class attendance quizzes and the occasional pop-quiz. **After this week the homeworks will NOT be handed out in class but posed on Blackboard, and must be turned in on the due date indicated in class. THE TEST QUESTIONS WILL LARGELY CONFORM TO THESE HOMEWORK QUESTIONS!** Each day at the beginning of class there will be a very short attendance quiz, which **must** be turned in within the first five minutes of class. **If you are late to class, you will not be able to take it.** There will also be several assignments on Blackboard, as well as course notes, announcements and a discussion board. The open-book take home *Diagnostic* will have the same format as the regular tests and will test your mastery of the material and let you know how I grade. The Final will be a bit longer than the usual test. All tests will be 60% short answer, fill in blank and multiple choice, and 40% essay question. There will be various extra credit assignments, including attending special lectures and posting on discussion board, and special Blackboard exercises. The extra credit will be added to the overall total of homework points and can help offset missed homework assignments. You will be able, theoretically, to get more than a 100% average on homework.

One of the really easy ways to get extra credit is to attend an American Institutes of Archaeology lecture (lasts about an hour) and write a longish paragraph about the lecture. Here are the three lectures slated for the Fall Semester. Locations still to be determined.

(1) Wednesday October 11, 6pm - Dr. Thomas Hikade, "Centers of Power: Hierakonpolis and the State Formation in Ancient Egypt."

(2) Thursday November 16- 5pm - Dr. Kimberly Bowes, "Fighting the Church: Private Churches and Domestic Piety in the Age of Constantine."

(3) Thursday December 7, 5pm - Dr. Jean Sorbella, "Romancing the Monster: Greek Artists and the Face of Medusa."

BLACKBOARD, HOMEWORK AND MSU EMAIL. A large fraction of you have already used the Blackboard course management system. Formerly, in addition to handing out homework in class, I have always posted homeworks on Blackboard so that students who failed to show up on a given day could get the homework and turn it in on time. But now, to save paper and time, I shall require all students, after this week, to download the homework from our Blackboard site. **IF YOU DO NOT KNOW HOW TO USE BLACKBOARD AND HAVE TROUBLE FINDING OUT HOW, CONTACT ME!** Also, now the registrar at MSU requires students to maintain an MSU email account. For the purposes of this course **you are required** to maintain and communicate using the MSU account. If you use other types of email, such as hotmail, you can set it up so that MSU forwards your email to these accounts. **BUT YOU MUST USE MSU EMAIL!** As an additional plus, this will make it much more easy for me to mail all of you as a group to give late-minute updates.

CELL PHONES, PAGERS, BLACKBERRYS, IPODS AND OTHER TYPES OF COMMUNICATION/ENTERTAINMENT DEVICES MUST BE TURNED OFF DURING CLASS TIME.

Out of respect for your professor and not to distract him and other students in the class, the professor expects ALL electronic equipment to be turned OFF. This does not mean having the item set to vibrate. **I MEAN OFF.** I do not want you responding to messages during class time. If you feel you cannot comply with this, you need to find another class. The only exception to this rule is for those students who use laptops to take notes. However, if I ever catch any student surfing the internet or doing email instead of using the laptop to take notes, that student will not be allowed to use a laptop in class.

ABSENCES. Because there is a close correlation between class attendance and satisfactory performance, the student is expected to come to class. Through the assignments I will know who is absent. And remember, being present **means being on time.** Exceptions are made for illness with a doctor's excuse, a major car accident or **extraordinary** snow conditions. But otherwise, it is the student's responsibility to be in class on time. Also, if you are too ill to take a test, you must (**I mean must**) see a doctor or medical specialist to confirm this condition. Also, you must tell me about the absence and schedule a make up within two or three days. You **must** leave a message with me, either at my office (655-5292) or with the Classics secretary at 973-655-4419. **Do not come to me days or weeks after such an absence and expect me to allow a make up for a test.**

TIME REQUIRED FOR STUDY. The general rule is that a student should spend around two hours studying for each hour of class time. There will be quite a bit of reading as well — students should be prepared to read 30-70 pages for each class period.

A POLEMIC. Some students question why they have to learn so much material for this class. After all, many students do not even major in Liberal Arts. As one student said (and I hope he was simply wrong), "Your class has me read more material than courses in my major!" I have two answers: first, to accomplish the task I have outlined, I think that this is not an unreasonable amount of reading. Further, as you probably have heard, this is the Information Age. The gap in wages between those with education and skills and those without either is increasingly widening. Because the sheer amount of knowledge is constantly increasing, and the methods of bringing that information anywhere at anytime are becoming better and better, it is becoming ever more necessary to be able to gather, learn, process and disseminate large amounts of information quickly and competently. There

is much more competition both nationally and internationally than ever, and not only from humans, but from machines as well. By compelling you to process large amounts of information about a subject that is alien to you, this course increases your general information processing skills. It is a bit like football and weightlifting and other exercises. Football players in training not only play football and do drills, but also lift weights and do other exercises, because weightlifting and such exercises adds abilities (strength, flexibility, etc.) which come in useful during the big game; the more you train (at least to a point) the more you gain, even in education. You must also think about your goals, and whom you are going to compete against. Life is not fair, and, if you want to graduate and have a good choice of good jobs, you **MUST** be able to compete with very good people, many who have gone to better high-schools and colleges than you have. If you just get by at Montclair, when you get out you may become one of the working poor, who likewise just get by. *You don't want to do that.* All of you are smart enough to do better than that. And doing well is more than getting a high grade point average – you must get them in hard, challenging courses, including some in subjects you are not totally eager to take, even some that bore you, because — guess what? — except for the lucky few, even good jobs require a lot of work at tasks that are at best tedious. But there is the possibility of fun too; the trick is to nourish your curiosity. People who are interested in many things tend to be more interesting people. Open-mindedness is good.

LEARNING DIFFICULTIES. Face it, college life is often tough, and even the brightest, most resourceful students can have problems. Family, work, health all can cause unexpected difficulties. For some students the material seems too unfamiliar and complex, but it is **NOT!** Do not try to ignore or go around material you don't understand, nor just smash your head against it. Get help! Again, the essential point to remember is **IF YOU ARE HAVING A PROBLEM, DO SOMETHING ABOUT IT AS EARLY AS POSSIBLE.** Meeting with me during office hours or during a special appointment, obtaining help from your peers, or even hiring a tutor are available solutions. Do not sit still and assume you will figure out the problem by yourself. Remember, we often are the last ones to know just what our problems really are and what to do about them.

Office hours: My office hours are listed above, although they may change in the course of the semester. I am more than willing to make special appointments. Further, I tend to spend a lot of time around the department and in my office, and I do not mind drop-ins. If I am too busy, I will gladly arrange another time. For those who are computer savvy, do not hesitate to send e-mail to me.

ACADEMIC DISHONESTY in any and all of its forms will not be tolerated. If caught cheating, the best that can happen to you is that you will fail the course.

Tentative Schedule of Class Meetings and Topics This is an *ideal* schedule, subject to modification. If I fall behind, you can tell what I will do in the next period by the order of topics and readings on the schedule below. Also, as time dictates, I may have to drop certain readings or topics. I shall take care to inform you of this. But it is the student's responsibility to make sure what will be covered in class. If you are absent, you should e-mail me to find out what will be covered during the next class period. The Blackboard course page will have important information, including this syllabus and various class updates. The schedule below tells you what readings you should have completed **BEFORE** you come to class on any given day.

WH = The Western Humanities *RHW* = Readings in the Western Humanities

Sept. 7	Orientation of Class. What we are going to do in Class. What are the Humanities? Why do we study them?
Sept. 11	What are the Humanities - followup. Prehistory and the beginnings of Civilization. Have read for Class: Preliminary Essay for Students of General Humanities I & II; <i>WH</i> 1-7
Sept. 14	Near Eastern Civilizations Have read for Class: <i>WH</i> 1-29; <i>RHW</i> 1-14, <i>RWH</i> 21-33
Sept. 18	Near Eastern Civilizations II Have read for Class: <i>WH</i> 1-29, <i>RHW</i> 1-14; <i>RWH</i> 21-33

Sept 21	Aegean Civilizations, introduction to early Greek civilization and Homer. Have Read for Class: <i>WH</i> pgs. 32-44 TURN IN DIAGNOSTIC TEST
Sept. 25	Homer: the <i>Iliad and Odyssey</i> . Have read for Class: <i>RWH</i> 34-54
Sept. 28	Classical Greek Civilization Culture and Art Have read for Class: <i>WH</i> 44-81
Oct. 2	Classical Greek literature Have read for Class: <i>RWH</i> 53-55, <i>RWH</i> 75-79, First Third of Euripides' <i>Hippolytus</i>
Oct. 5	Classical Greek literature Have read for Class: Finish Euripides' <i>Hippolytos</i> .
Oct. 9	Plato and Aristotle. The Hellenistic World. Have Read for Class: <i>RWH</i> 81-96, section on the <i>Republic</i> from handout on the Classical Tradition: <i>WH</i> 87-105
Oct. 10	Withdrawal Deadline with 50% refund.
Oct. 12	Test 1
Oct. 16	Art and Literature of the Hellenistic World. Have Read for Class: <i>WH</i> 87-105, <i>RWH</i> 96-102
Oct. 19	Roman Civilization The beginnings Have read for Class: <i>WH</i> 109-114, <i>RWH</i> 102-109, Selection from Cicero and Plutarch's life of Cato from handout on the Classical Tradition.
Oct. 23	Roman Civilization: The Pre-Christian Empire. History and Literature Have read for Class: <i>WH</i> 115-123, <i>RHW</i> 109-138, Selection from Quintilian and Longinus' in the handout on the Classical Tradition.
Oct. 26	Roman Civilization. Art and Archaeology Have read for Class: <i>WH</i> 123-139.
Oct 30	Judaism, culture and history. Have read for Class: <i>WH</i> 145-157, <i>RHW</i> 139-155
Nov. 2	The beginnings of Christianity Have read for Class: <i>WH</i> 157-166, <i>RWH</i> 155-164. Selection from Jerome from handout on the Classical Tradition
Nov. 6	The Late Roman Empire Have Read for Class: <i>WH</i> 169-183, <i>RHW</i> 165-174
Nov. 8	Withdrawal Deadline with no refund.
Nov. 9	Byzantium Have read for Class: <i>WH</i> 184-189, <i>RHW</i> 174-182
Nov. 13	Test II
Nov. 16	Early Medieval West Have read for Class: <i>WH</i> 189-199, <i>RHW</i> 182-191
Nov. 20	Special Lecture, Catch up day.
Nov. 23	Thanksgiving. No class.

Nov. 27	The World of Islam Have read for Class: <i>WH 203-225, RWH 192-217</i>
Nov. 30	The High Middle Ages. Culture and Literature Have read for Class: <i>WH 227-244. RWH 218-251</i>
Dec 4	High Middle Ages, Literature and Art Have read for Class: Finish unread Medieval Literature; <i>WH 244-259</i>
Dec. 7	Late Middle Ages. Culture and Literature Have read for Class: <i>WH 263-274, RHW 252-279</i>
Dec. 11	Late Middle Ages. The Art Have read for Class: <i>WH 275-291</i>
Dec. 14	Last Class day. Catch-up and Review Day.
FINAL	Final examination in our normal room, Monday, Dec. 18, 10:15-12:15

Have you considered the General Humanities Major, for which you are *now* taking one of the only three required courses? This major is very flexible, and often taken by those who do not yet want to specialize, yet receive a well-rounded education.

● Only 34 hrs. of Major requirements with this breakdown: **For full details, see official course guide.**

3 Required Courses: (1) General Humanities I (2) General Humanities II (3) Senior Humanities Seminar
6 hrs. of History, from 2 of these 3 periods (1) Early Western (2) Later Western (3) Non-Western
6 hrs. Philosophy and Religious Studies. One each (1) Philosophy (2) Religious Studies
6 hrs. Literature. One each: (1) Comparative (2) National
6 hrs. Art and Music History. One each: (1) Art History (2) Music History

Plus enough courses to bring up your combined number of course hours to 120\

If you are interested, we'd love to tell you more!!