

SIMON FRASER UNIVERSITY

MEMORANDUM

To..... Senate

From Senate Committee on Academic Planning.....
Senate Committee on Undergraduate Studies.....Subject..... Faculty of Arts,
Minor Program in Humanities

Date December 21, 1979.....

This proposal was discussed at a meeting of the Senate Committee on Undergraduate Studies on November 13, 1979, and at a meeting of the Senate Committee on Academic Planning on December 5, 1979. Action taken gives rise to the following motion:

MOTION

That Senate approve and recommend approval to the Board, as set forth in S.80- 5, the proposed Minor Program in Humanities as follows:

- (i) Requirements for a Minor in Humanities
- (ii) New courses
 - HUM. 302-3 The Golden Age of Greece: An Integrated Society
 - HUM. 304-3 The Judeo-Christian Tradition in Western Culture
 - HUM. 306-3 The Philosophical Question of the Humanities
 - HUM. 308-3 The Humanities and Critical Thinking
 - HUM. 400-5 Humanities Proseminar

It was indicated that a working committee, composed of faculty members in the Faculty of Arts and Faculty of Interdisciplinary Studies, had proposed a program which builds on existing courses in both Faculties and on a few new Humanities courses in the areas of Religion and Classical Studies. The program will have a steering committee and be similar to programs in Area Studies.

HME/lm

MEMORANDUM

To Mr. H.M. Evans, Secretary

S.C.U.S.

Subject HUMANITIES PROGRAM --

MINOR PROGRAMME

From Sheila Roberts, Secretary

Faculty of Arts Curriculum Committee

Date 1979-11-07

The Faculty of Arts Curriculum Committee at its meeting of November 1, 1979 approved the Humanities program submitted by the Committee on the Humanities. Would you please place this program on the agenda of next S.C.U.S. meeting.

Sheila Roberts
S. Roberts

Attachment:

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SIMON FRASER UNIVERSITY
MEMORANDUM

To..... Dr. Wyn Roberts, Chairman, F.A.C.C. Dr. John Chase, Secretary, S.C.A.P.	From..... W. L. Cleveland for Committee on the Humanities (Alderson, Cleveland, Tietz, Zaslove)
Subject..... Proposal for a Minor in Humanities	Date..... 1979-11-01

Attached is a proposal, with supporting documentation, for a Minor Program in Humanities. It is our intention that the program be placed in the Faculty of Arts section of the university calendar between the entries for History and D.L.L.L.

The proposal requires no new courses at the lower division. It does, however, propose four new courses at the 300 level plus one 400 division proseminar. In the following paragraphs, the Committee has endeavoured to present its understanding of the need and desire for a more extensive program in the Humanities than currently exists in the university, as well as providing the specific program details.

I. BACKGROUND

This program attempts to incorporate the results of extensive consultation with faculty members throughout the university. It originated with a document prepared by Associate Dean of Arts, W. L. Cleveland, in which a variety of potential Humanities programs were outlined. The document was circulated to some 35 faculty members and administrators. Response on the part of faculty was strongly favourable while the President, Vice-President (Academic), and Associate Vice-President (Academic) endorsed the concept in principal and encouraged the formulation of a specific proposal. As a result, a meeting of concerned faculty was held on 21 June, 1979 at which various views were presented and at which the present Committee on the Humanities was formed and urged to create a Minor Program as soon as possible. The proposal that is before you represents the results of that mandate.

It became apparent in the course of the meeting of 21 June, 1979, that a broad spectrum of faculty members were eager to express what were, in many cases, sentiments of long gestation on the need for more emphasis on the Humanities at Simon Fraser University. A summary of those opinions might be useful to the Committee.

A concern most frequently and strongly expressed related to the failure of Simon Fraser to provide a core curriculum of any kind. Faculty dissatisfaction over the current group requirements was intense. A program such as the one which is before you was seen as one possible solution for eventually strengthening the Humanities component of our group requirements while serving to fill an immediate need in the sadly neglected areas of Classical and Religious Studies. A related point, which was remarked upon by virtually every faculty member

present, was the decided bias away from the Humanities so evident in the original S.F.U. curriculum. For reasons which no doubt appeared sound at the time, several traditional departments were not included (Classics, Religious Studies, Art) and instead of programs in Comparative Literature or Humanities, responsibility for those subjects was left within departments, especially English and D.L.L.L. This represents an attempt partially to redress the early bias.

Much has been made about the disciplinary isolation which is perceived to exist at this University. It is our impression that many faculty see the development of a Humanities Program as one way of increasing communications across departments and bridging the gap which currently exists between even the most complimentary of disciplines.

II. OBJECTIVES

In attempting to respond to these and other concerns, the Committee was guided by the following set of beliefs which are put forth as the principal objectives of the Minor Program.

The Humanities are subjects that are worth studying in and for themselves. They also have the capacity to promote the growth in students of critical thinking, of sensitivity to tradition, of sensibility in aesthetic judgments, and of a literacy which will permit them to speak and write to various audiences. It is the general objective of the Humanities Minor to encourage the acquisition of these attitudes and skills.

We believe a specific program can assist in achieving this objective by providing our students with a greater opportunity to discover the Humanities disciplines than they have previously enjoyed. It is also expected that the Humanities Minor will enrich the curriculum generally at S.F.U. and provide new opportunities for all students, whatever their degree programs may be.

III. COST OF THE PROGRAM

The Office of the Vice-President (Academic) encouraged the formulation of a program in the Humanities. However, in doing so, Dr. Munro made it quite clear that such a program would have to be mounted through the redeployment of existing faculty rather than through the appointment of new faculty. The Committee has designed a program to function within this restriction. With the embarrassing exception of the course on the Golden Age of Greece, faculty exist at S.F.U. who are willing and able to teach the new courses. Indeed, we believe that once the proposal is circulated, the pool of faculty will be more than sufficient. Naturally, in most instances, the assignment of a faculty member to teach a course in the Humanities will require his/her replacement in his/her home department. Therefore, our proposal is not cost free. It

will require two sessional stipends per year. However, it is our impression that the two deans who will be most intimately involved with this program are willing to re-allocate their stipend budgets to provide this modest cost.

Because we believe the subjects included in the four new 300 level courses proposed for the Minor to be so essential to a university education, we would be less than candid if we did not express our hope that regular faculty appointments could eventually be made in the areas of Religious Studies and Classical Studies/or Classical History. Indeed, the general faculty meeting of 21 June, 1979 which gave this Committee its mandate, expressed its strong concern over such an astounding gap in a university Faculty. However, it is not our intention to propose appointments in the Humanities. Rather, we would hope that over time, positions might be re-allocated in such a way that the relevant departmental disciplines would receive appointments in the Humanities subjects currently most lacking at this university.

IV. ADMINISTRATIVE STRUCTURE OF THE PROGRAM

- (a) There will be a co-ordinator/advisor, ~~who will receive no stipend.~~
- (b) There will be a committee of 3-4 individuals who will assist the co-ordinator in arranging the proseminar colloquia and in ensuring that Humanities Minor students receive proper supervision.
- (c) As the proposal notes, we recommend that 10 faculty be associated with the Minor Program. These faculty members will constitute the pool of acceptable advisors in any given year for the Humanities Minor papers as proposed in HUM 400. The ten faculty will be appointed by the Dean of Arts upon the recommendations of the previous committee for rotating terms of from 2-3 years.

WLC/tb


W. L. Cleveland

HUMANITIES

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HUMANITIES PROGRAM

Committee on the Humanities:

E. Alderson, W. Cleveland, J. Tietz, J. Zaslove

Coordinator: J. Zaslove (1980-81)

(+ 10 faculty appointed by Dean of Arts on recommendation of previous committee for rotating 2 or 3 year terms)

The Humanities are broadly understood to be the integrated study of human creativity and culture. The Humanities study those aspects of human endeavor that characterize given cultures or historical periods -- philosophy, art, literature, religion, politics -- and a comparative approach to these aspects is central to the concept of the Humanities. Knowledge of certain recurrent questions and ideas implicit in any understanding of cultures both past and present is the heart of a liberal education and is central to the study of the Humanities. Through the study of civilization the Humanities raises critical questions about the complex body of feelings, attitudes, and ideas that define and express the human condition.

The Humanities Program is designed to encourage students to obtain a grounding in the Humanities through course work in various disciplines and to permit a more specific approach to humanistic inquiry through a flexibly designed Minor Program at the Upper Levels. Courses related to the Humanities are offered primarily through regular departments in the University. The upper division courses specifically within the Humanities Program are designed to raise particular issues relevant to the study of the Humanities outside the boundaries of a particular discipline; they are not intended to supplant the more specialized study of the material they present which may be available within regular departments.

THE HUMANITIES MINOR

The Humanities minor is designed to afford interested students the opportunity to develop and pursue under advice a course of study related to their field of major concentration but extending it toward key concepts of humanistic inquiry. The program has very few fixed course requirements and encourages students to formulate a particular set of interests and to articulate these in a substantial essay. The flexibility of the program is intended to make provision for many different thoughtfully coherent programs of study, not to permit a

casual accretion of program requirements. Each student will be assigned an advisor to assist in formulating the individual program. In order to qualify as a Humanities Minor, the student's program must be approved by the Humanities Committee. The student will participate with others in the program in at least one specifically designed seminar course and in a series of colloquia designed for Humanities students.

MINOR PROGRAM REQUIREMENTS

As lower level prerequisites, students must complete 18 hours of credits from among the Humanities Related courses listed below. Courses from at least two different departments must be included. These prerequisite hours may include courses also taken to fill major prerequisites or Faculty of Arts group requirements.

At the upper levels, students will complete at least 16 hours of upper division credit, including two of Humanities 302, 304, 306, or 308, plus Humanities 400, plus two approved courses outside the department of the major concentration. Upper level requirements may not be fulfilled by any requirements or co-requisites for a student's major or honors program.

The advisory system is essential to the program. Upon declaring the intent to minor, students will be assigned an advisor from among the Committee on Humanities. The advisor will discuss the proposed program with the student, consult with the student's major department where desirable, and seek approval of the student's program from the Humanities Committee.

LOWER DIVISION: HUMANITIES RELATED COURSES

Listed below are lower division courses within the University which deal with some aspect of the Humanities. These courses have been grouped together under topic headings which emphasize an interdisciplinary approach. Students may wish either to sample from different areas (for example, one course from Ancient Culture, one from the Nineteenth Century, etc.), or to concentrate on a specific historical period (for example, the art, history, and philosophy of the Ancient World; or the history, politics, and art of the Enlightenment).

However, students may decide to select their lower division prerequisites, it is important for them to have some familiarity with philosophical concepts and to possess a broad awareness of the human past. For this reason, History 105 and 106, and Philosophy 150 and 151 are designated as introductory courses to the Humanities. The student is advised to include all four in his or her program; these courses provide the general background and information necessary for the comparative study of Western Civilization.

General Historical and Philosophical Background

- HIST 105 - Western Civilization from the Ancient World to the Reformation Era
- HIST 106 - Western Civilization from the Reformation Era to the 20th Century
- PHIL 150 - History of Philosophy I
- PHIL 151 - History of Philosophy II

Man and Society

- HIST 105 - Western Civilization from the Ancient World to the Reformation Era
- HIST 106 - Western Civilization from the Reformation Era to the 20th Century
- PHIL 120 - Facts and Values
- PHIL 220 - The State and the Citizen
- POL. 111 - Political Theory
- POL. 211 - Political Inquiry

Thematic Studies in Literature: Writing and Civilization

- PHIL 241 - Philosophy in Literature
- ENGL 227 - Post-Classical Literature in Translation
- FREN 140 - French Civilization
- GERM 140 - Introduction to German Civilization
- RUSS 140 - Russian Civilization
- SPAN 140 - Hispanic Culture I
- LIT. 140 - A Survey of General Literature I
- LIT. 141 - A Survey of General Literature II

Arts, Music and Culture

- PHIL 242 - Philosophy of the Arts
- FPA 110 - The Arts in Context: The Renaissance
- FPA 113 - The Arts in Context: European Romanticism
- FPA 114 - The Arts in Context: The Modernist Era
- FPA 102 - Music in History I
- FPA 103 - Music in History II
- FPA 107 - Introduction to Art History - The Seventeenth Century
- FPA 108 - Introduction to Art History - The Eighteenth Century
- G.S. 106 - Opera

Science, Communication and Culture

- LING 100 - Communication and Language
- PHIL 140 - The Nature of Science
- PHIL 243 - Historical Studies in the Philosophy of Science

Religion and Culture

- PHIL 240 - Philosophy of Religion

Philosophy and Conceptual Analysis

- PHIL 100 - Human Knowledge, Its Nature and Its Scope
- PHIL 110 - Introduction to Philosophical Concepts and Reasoning
- PHIL 120 - Facts and Values

Ancient Cultures

- PHIL 150 - History of Philosophy I (Ancient, Medieval)
- PHIL 350 - Ancient Philosophy
- HIST 216 - The Ancient World
- HIST 219 - Byzantium and the Barbarian West from the Fourth to the Twelfth Centuries
- ENGL 226 - Ancient Literature in Translation

Middle Ages

- HIST 220 - Europe from the 12th to the Mid-16th Century
- PHIL 150 - History of Philosophy I (Ancient, Medieval)
- ENGL 204 - Literature of the Middle Ages and Renaissance
- FPA 102 - Music in History I (to 1750)

Renaissance and Enlightenment

- PHIL 151 - History of Philosophy II (Renaissance and Modern)
- ENGL 205 - Literature of the Late Renaissance and Enlightenment
- HIST 223 - Europe from the Mid - 16th Century to the French Revolution
- FPA 102 - Music in History I
- FPA 103 - Music in History II

- FPA 107 - Introduction to Arts History - The Seventeenth Century
- FPA 108 - Introduction to Arts History - The Eighteenth Century
- FPA 110 - The Arts in Context: The Renaissance

19th and 20th Century

- PHIL 151 - History of Philosophy II
- HIST 224 - Europe from the French Revolution to the 1st World War
- ENGL 206 - Literature of the Romantic and Victorian Periods
- FPA 103 - Music in History II
- FPA 113 - The Arts in Context: European Romanticism
- FPA 114 - The Arts in Context: The Modernist Era

LANGUAGES

The study of a language other than English forms a desirable part of a humanities background. For this reason, 6 hours of any of French, German, Spanish, Russian or Latin may be counted towards fulfilling the 18 hours of lower level requirements.

UPPER DIVISION COURSES

HUM 302-3 The Golden Age of Greece: An Integrated Society (0-3-0)

The Fifth Century B.C. in Athens remains a period unique in the record of human achievement. During the space of less than a century, virtually all of the major humanistic fields were either initiated or else received significant new impetus. This course seeks to integrate the remarkable achievements of this 'Golden Age' into one coherent examination of its elements, using slides or photographs for the artistic and architectural material and translated original texts as the basis of discussion.

HUM 304-3 The Judeo-Christian Tradition in Western Culture (0-3-0)

This course examines the relation of religious belief and practice to the cultural creativity of Western civilization. It involves a comparative study of the major themes of Judaism and Christianity as they have inspired the values, intellectual structure and art forms of Western culture from Moses to Luther.

HUM 306-3 The Philosophical Question of the Humanities (0-3-0)

See
course
form for
revisions

What is intellectual history? How does the art, literature, religion, and philosophy of the past represent the inner-life of the period? Can we reconstruct that inner-life, or do we only interpret the surface of the past in terms of our own desires and priorities? This seminar will investigate different ideas of history particularly relevant to the study of culture.

HUM 308-3 The Humanities and Critical Thinking (0-3-0)

The concept of the Humanities has been historically associated with "the best that has been thought and said" throughout various epochs. In spite of the association between the humanities and the highest ideals of culture many critical thinkers have defined their thought in opposition to the most cherished beliefs of culture. This course will focus on the thought of selected major figures whose works imply radical departures from traditional thinking. The combinations of figures may vary from semester to semester. An example of a typical course would be: Marx, Darwin, Freud and Dostoevsky.

HUM 400-5 Humanities Proseminar

This course requires the completion of a substantial essay on an approved topic related to the Humanities. The essay will be written under the supervision of one of the faculty members from the Committee on the Humanities. In addition, students will participate in a series of colloquia which are held in conjunction with the course.

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

Calendar Information

Department HUMANITIES

Abbreviation Code: HUM. Course Number: 302 Credit Hours: 3 Vector: 0-3-0

Title of Course: The Golden Age of Greece: An Integrated Society

Calendar Description of Course: The Fifth Century B.C. in Athens remains a period unique in the record of human achievement. During the space of less than a century, virtually all the major humanistic fields were either initiated or else received significant new impetus. This course seeks to integrate the remarkable achievements of this Golden Age' into one coherent examination of its elements, using slides or photographs for the artistic and architectural material and translated original texts as the basis of discussion

SEMINAR

Prerequisites (or special instructions):

18 hours of humanities related courses at the lower level or permission of the Program Coordinator.

What course (courses), if any, is being dropped from the calendar if this course is approved: None

2. Scheduling

How frequently will the course be offered? Once every two years

Semester in which the course will first be offered? 81-3

Which of your present faculty would be available to make the proposed offering possible? Sessional Instructor - Re-training of present faculty intended.

3. Objectives of the Course To provide students with an opportunity to develop and appreciate the intellectual or artistic energies released during the Golden Age of Greece - a period which not only enriched world civilization permanently but also survived the Fall of Athens for centuries to contribute to humanities and scientific traditions.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty Sessional Instructor

Staff)

Library)

Audio Visual)

Space)

Equipment)

None

5. Approval

Date: _____

W. H. H. H. H.
Department Chairman

RC Brown
Dean

S. P. H. H.
Chairman, SCUS

73-34b:- (When completing this form, for instructions see Memorandum SCUS 73-34a. Each course outline).

Course Outline and Reading List

The course organization is chronological into the three constituent periods, and within these topical.

I. The Impetus. The remarkable victory of Greece over the massive, invading Persian Empire--46 separate nations from Egypt to India, all advancing under unified command--stimulated a great effusion of creative genius that initiated the Golden Age. The great works of Pindar and Aeschylus in poetry/drama, of Herodotus in history, of the late Pre-Socratics in philosophy all reflect the exhilaration of this achievement; developments in architecture (the Temple of Zeus at Olympia) and sculpture (Myron's Discus-Thrower, for example) embody something of this new spirit as well. (3 weeks)

READINGS: Aeschylus, The Persians; Herodotus VII-IX; selections from Heraclitus, Parmenides, Empedocles. Examination of representative buildings and statues.

II. The Interval. Greeks considered the period between the defeat of Persia in 479 and the outbreak of the Peloponnesian War in 431 a unified phase of development, the Pentecontaetia or "Fifty-Year Period". Athens for the first time in history attempted to forge an empire using the awkward structures of its new democracy, and Sparta slowly constructed a countervailing power. The afterglow of victory over Persia combined with a surmise that human potential might be unlimited, and an unprecedented efflorescence began: Socrates in philosophy, Democritus in mathematics, Hippocrates in medicine, Sophocles in drama, the Parthenon in architecture, the chryselephantine statue of Zeus (one of the Seven Wonders) at Olympia by Phidias. (4 weeks)

READINGS: Plato, Symposium; Aeschylus, Prometheus Bound; Sophocles, Antigone; Xenophon's Memorabilia of Socrates; Thucydides on the "Fifty Years". Architecture and art.

III. The Culmination. What contemporaries saw as an inevitable collision dominated the period from 431 to 404. Can a quick-witted, democratic people possessing a sea empire co-exist with a stolid, oligarchical people commanding an invincible land-force, or do the internal dynamics of the two empires work themselves out unavoidably? Do men control their social evolution, or do economic and military necessities force accommodations which poets and philosophers can only seek to justify? Athens at her height of material and intellectual splendor can be brought low by her "inferior", with shock-waves felt throughout the world. Euripides and Aristophanes reflect these forces in their dramatic work, the Sophists and Plato deal with it philosophically, with a legacy for Aristotle, and the cool observer Thucydides identifies the underlying permanencies in history. Pericles had completed the first democracy but transformed it into an empire as he did so; others destroyed it. Yet the momentum furnished to Athens carried its creativity through this dark period and into the years after his death in 429: the Erechtheum was still to rise on the Acropolis, and some of the greatest sculptors had not begun to work: Praxiteles, Scopas, Lysippus. The immense intellectual and artistic energies released during the Golden Age not only enriched world civilization permanently themselves, but also survived the fall of Athens to contribute for centuries to the humanistic and scientific traditions. The representative selection from this work permits the view that Greeks in their "Golden Age" managed to integrate the artistic and intellectual facets of man in a way never done before, and at a level probably not met since. (4 weeks)

READINGS: Euripides, Hippolytus or Bacchae; Aristophanes, Lysistrata or Clouds; Plato, Republic I-IV and X; Thucydides on the Funeral Oration, Corcyra, Melos, and the Sicilian Expedition. Art and architecture.

Recommended reading:

1. H.A. Groenewegen-Frankfort and B. Ashmole, The Library of Art History, Volume One: The Ancient World (Mentor MY 731; New American Library of Canada, Ltd., 295 King Street East, Toronto).
2. P. MacKendrick and H. Howe, Classics in Translation, Vol. I: Greek Literature (University of Wisconsin Press; Madison, Wisconsin). This press is notoriously slow, so the order ought to go out with a strongly-stated cancellation date if not supplied by then.
3. P. MacKendrick, The Greek Stones Speak (Mentor paperback) MacKendrick, Paul Lachan, 1914- .

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

Calendar Information

Department HUMANITIES

Abbreviation Code: HUM Course Number: 304 Credit Hours: 3 Vector: 0-3 0

Title of Course: The Judeo-Christian Tradition in Western Culture

Calendar Description of Course: This course examines the relation of religious belief and practice to the cultural creativity of Western civilization. It involves a comparative study of the major themes of Judaism and Christianity as they have inspired the values, intellectual structure and art forms of Western culture from Moses to Luther

Nature of Course SEMINAR

Prerequisites (or special instructions):

18 hours of humanities related courses at the lower level or permission of the Program Coordinator

What course (courses), if any, is being dropped from the calendar if this course is approved: None

2. Scheduling

How frequently will the course be offered? Once 2 years

Semester in which the course will first be offered? 82-1

Which of your present faculty would be available to make the proposed offering possible? A. Rudrum.

3. Objectives of the Course This course examines the relation of religious belief and practice to the cultural creativity of Western civilization. It involves a comparative study of the major themes of Judaism and Christianity as they have inspired the values, intellectual structure and art forms of Western culture from Moses to Luther. To acquaint students with the religious roots of Western culture.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library

Audio Visual

Space

NONE

Equipment

5. Approval

Date: _____

W. C. Cline
Department Chairman

R. C. Brown
Dean

S. R. R. R.
Chairman, SCUS

SCUS 73-34b:-- (When completing this form, for instructions see Memorandum SCUS 73-34a. Each course outline).

JUDEO-CHRISTIAN TRADITION IN WESTERN CULTURE

Course Outline and Reading List:

- (1) God Made: Up from the Apes - Down from the Angels.
- (2) "Good News: Jesus and Rome.
- (3) Lions - Martyrs and Constantine.
- (4) Augustine - Plato - The Barbarians.
- (5) The Celts and Roaming Monks.
- (6) Greeks Refound: Jew - Arab - Christian.
- (7) Ecclesia et Synagoga.
- (8) Canterbury to Notre Dame: An Open Society.
- (9) Love Ballads to Monastic Commitment.

- Readings:
- (a) The Hebrew Scriptures - The Gospels and Epistles.
 - (b) Augustus to Constantine - Robert M. Grant.
 - (c) Religion and the Rise of Western Culture - Christopher Dawson.
 - (d) The Evolution of Medieval Thought - David Knowles.

Reading List

Primary Literary Sources

Byron, George, Childe Harold; Manfred; Don Juan.
Eliot, George, Middlemarch.
Flaubert, Gustave, Madame Bovary.
Goethe, Johann Wolfgang von, Faust--selections.

Primary Musical Sources

Beethoven, Ludwig, The late String Quartets and Piano Sonatas
Mahler, Gustav, Lieder and Symphonies, especially Symphonies No. 6 and 9, and
Das Lied von der Erde.
Wagner, Richard, Der Ring des Niebelungen, Tristan und Isolde, Die Meistersinger,
Parsifal.

These musical works will be discussed in class with reference to particular selections. Students will be encouraged to do as much listening as possible, but it is realized that those unfamiliar with these works (i.e., most students taking this course) will not be able to hear them completely, let alone absorb their content. Several courses on music (and literature) exist within the university, and students will be encouraged to take them.

Primary Philosophical Sources

Hegel, W.G. Prefaces to the Philosophies of History, Art, and Religion.
Nietzsche, Friedrich, The Birth of Tragedy and The Case of Wagner.
Schopenhauer, Arthur, The World as Will and Representation--selections.

Secondary Sources

Cassirer, Ernst, An Essay on Man: An Introduction to a Philosophy of Human Culture.
Heller, Erich, The Artist's Journey into the Interior.
Meiland, Jack, Scepticism and Historical Knowledge.
Peckham, Morse, Beyond the Tragic Vision.

Articles from The Encyclopedia of Philosophy (Paul Edwards, ed.): Dilthey;
Troeltsch; Historical Explanation; Historical Materialism; Historicism;
Great Man Theory of History; History and Value Judgements; Holism and Individualism
in History and Social Science; Philosophy of History; Speculative Systems of
History; Geisteswissenschaften; Idea of Progress; Sociology of Knowledge.

Note: This reading list is meant to be suggestive, allowance will have to be made for student's pocketbooks when the time comes to submit a list of books to the bookstore. Considerable use will have to be made of the reserve-reading list in the Library. (The Library now has copies of all of the above.)

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

1. Calendar Information Department HUMANITES
Abbreviation Code: HUM Course Number: 306 Credit Hours: 3 Vector: 0-3-0

Title of Course: The Philosophical Question of the Humanities

Calendar Description of Course: What is intellectual history? How does the art, literature, religion, and philosophy of the past represent the inner-life of the period? Can we reconstruct that inner-life, or do we only interpret the surface of the past in terms of our own desires and priorities? This seminar will investigate different ideas of history particularly relevant to the study of culture.

Nature of Course

Seminar

Prerequisites (or special instructions):

18 hours of humanities related courses at the lower level or permission of the Program Coordinator

What course (courses), if any, is being dropped from the calendar if this course is approved: None

2. Scheduling

How frequently will the course be offered? Once every two years

Semester in which the course will first be offered? 81-1

Which of your present faculty would be available to make the proposed offering possible? John Tietz

3. Objectives of the Course To acquaint students with important issues in the philosophy and methodology of history as they apply to the history of culture. How one goes about studying the past depends partly on why one wants to study it, and there are many possible reasons each involving different views of the nature of history. These issues are especially important to the humanities after the Nineteenth Century (when many philosophers, artists, historians, and religious scholars saw that history was something more than chronicle even if

4. Budgetary and Space Requirements (for information only) (over)

What additional resources will be required in the following areas:

Faculty One Sessional Stipend every two years

Staff

Library

Audio Visual

Space

Equipment

None

5. Approval

Date: _____

W.H. Clavel
Department Chairman

R.C. Brown
Dean

S. Brown
Chairman, SCUS

S 73-34b:-- (When completing this form, for instructions see Memorandum SCUS 73-34a. Each course outline).

Arts 78-3 Registrar's Note:-- Description modified following SCAP meeting.

it was something less than "pure" interpretation). Students must confront the problem of interpretation in history as a general issue involved in the understanding of past culture. The general study of the philosophy of history will be applied to the cultural features of art, literature, religion, music, and science. The question of the purposes of humanistic study can be addressed by investigating the roles which reconstruction and interpretation play in our understanding of past culture.

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

Calendar Information

Department HUMANITIES

Abbreviation Code: HUM Course Number: 308

Credit Hours: 3 Vector: 0-3-0

Title of Course: The Humanities and Critical Thinking

Calendar Description of Course: The concept of the Humanities has been historically associated with "the best that has been thought and said" throughout various epochs. In spite of the association between the humanities and the highest ideals of culture many critical thinkers have defined their thought in opposition to the most cherished beliefs of culture. This course will focus on the thought of selected major figures whose works imply Nature of Course SEMINAR (over)

Prerequisites (or special instructions):

18 hours of humanities related courses at the lower level or permission of the Program Coordinator.

What course (courses), if any, is being dropped from the calendar if this course is approved: None

2. Scheduling

How frequently will the course be offered? Once every two years

Semester in which the course will first be offered?

Which of your present faculty would be available to make the proposed offering possible? J. Zaslove, J. Gallagher, R. Blaser

3. Objectives of the Course This course will focus on the origins and development of critical concepts that have reacted against traditional ways of formulating the relationship between man and his assumptions about the nature of man. The course will emphasize the way original theories have their genesis in social and historical conditions but should attempt to demonstrate how particular issues transcend time-bound periods. The method of the course will stress what particular thinkers share and how their works illuminate the underlying (over)
4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library

Audio Visual

Space

Equipment

}
}
}
}
}
}
None

5. Approval

Date: _____

W. C. Brown
Department Chairman

R. E. Brown
Dean

S. P. Brown
Chairman, SCUS

673-34b:- (When completing this form, for instructions see Memorandum SCUS 73-34a. Each course outline).

radical departures from traditional thinking. The combinations of figures may vary from semester to semester. An example of a typical course would be: Marx, Darwin, Freud and Dostoevsky.

conflicts in a particular epoch. Central to the course should be an emphasis on the role the creative process, or thought about the creative process, plays in the aesthetic development of critical thinking. At least one figure in any grouping of two to four figures should therefore be a poet, novelist or artist.

Marx, Darwin, Freud & Dostoevsky: Ideology and Aesthetics
and the Scientific Critique of Culture and Ideals

This course will investigate the contexts commonly shared by Marx, Darwin, and Freud's radical critique of idealism and civilization. Their work will be tested against Dostoevsky's The Brothers Karamazov's aesthetic, political and psychological vision.

Problems to be illuminated:

1. The critique of enlightenment ideas about the autonomy of the mind.
2. The rise of political economy as a dimension of historical consciousness.
3. The critique of authority and slave consciousness seen through the "discovery" of repression, reification, "Entfremdung", and affirmative culture.
4. The relationship between animal nature, sexuality, narcissism, and self-renunciation.
5. The love-tragedy as the triumphant and dominant literary form to emerge during the 19th century.
6. The discovery of materialistic solutions and "ways out" of the dead ends of culture and idealism.

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Reading List:

Marx:	The 18th Brumaire of Louis Napoleon The German Ideology Grundrisse
Darwin:	The Voyage of the Beagle The Origin of Species (selections)
Freud:	Interpretation of Dreams Totem and Taboo selected essays from Collected Papers Civilization and its Discontents
Dostoevsky:	The Brothers Karamazov

Secondary Reading List

Walter Houghton
Herbert Marcuse

Weston Labarre

Elie Halevy

The Victorian Frame of Mind
Eros and Civilization
Reason and Revolution
The Ghost Dance
The Human Animal
The Growth of Philosophic Radicalism

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

Calendar Information

Department HUMANITIES

Abbreviation Code: HUM Course Number: 400 Credit Hours: 5 Vector: -

Title of Course: Humanities Proseminar

Calendar Description of Course: This course requires the completion of a substantial essay on an approved topic related to the Humanities. The essay will be written under the supervision of one of the faculty members from the Committee on the Humanities. In addition, students will participate in a series of colloquia which are held in conjunction with the course

Nature of Course N/A

Prerequisites (or special instructions): This course is only open to students who have completed all other humanities minor requirements.

What course (courses), if any, is being dropped from the calendar if this course is approved: None

2. Scheduling

How frequently will the course be offered? Every Semester as required

Semester in which the course will first be offered? 82-1

Which of your present faculty would be available to make the proposed offering possible? Many

Objectives of the Course The writing of an essay which reflects a familiarity with an interdisciplinary approach to the humanistic traditions of Western culture.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty	}	None
Staff		
Library		
Audio Visual		
Space		
Equipment		

5. Approval

Date: _____

William F. R. C. Brown
Department Chairman

Dean

Chairman, SCUS

73-34b:- (When completing this form, for instructions see Memorandum SCUS 73-34a. Each course outline).