

# HONORS 201.01

*This syllabus is a contract between student and professors. Read it carefully. If you do not approve of what it contains, you should drop the course. By remaining in the course, you accept the terms of this syllabus and are responsible for meeting its stipulations. Refer to it and know it well. We are responsible for maintaining these policies and course requirements, and for treating all students equally under their terms.*

<p>Dr. Nicholas More <b>Office:</b> Foster 418 <b>Hours:</b> TTH 12:00 – 2:30 PM, and by appointment</p>	<p><b>Telephone:</b> 832-2410 (2410 on campus) <b>E-mail:</b> nmore [ @ ] westminstercollege.edu Web <a href="http://people.westminstercollege.edu/faculty/nmore/">homepage:</a> <a href="http://people.westminstercollege.edu/faculty/nmore/">http://people.westminstercollege.edu/faculty/nmore/</a> <b>Philosophy Department:</b> <a href="http://www.westminstercollege.edu/philosophy/">http://www.westminstercollege.edu/philosophy/</a></p>
<p>Dr. Richard Badenhausen <b>Office:</b> Nunemaker <b>Hours:</b> MW 9:30 – 11:00 AM, 2:00 - 3:00 PM</p>	<p><b>Telephone:</b> 832-2460 (2460 on campus) <b>E-mail:</b> rjb [ @ ] westminstercollege.edu Web <a href="http://people.westminstercollege.edu/rjb">homepage:</a> <a href="http://people.westminstercollege.edu/rjb">http://people.westminstercollege.edu/rjb</a> <b>Honors Program:</b> <a href="http://www.westminstercollege.edu/honors">http://www.westminstercollege.edu/honors</a></p>

During the course of [our] higher education everything becomes interesting to [us], [we] know how to discover the instructive side of a subject quickly and to specify the point where it will fill a gap in our thinking or an idea can be confirmed by it. Boredom vanishes more and more, as does excessive excitability of feeling. In the end [we] go among people as a naturalist does among plants, and perceive even [ourselves] as a phenomenon that stimulates [... our] drive to knowledge.

—Nietzsche, *Human, All Too Human* (Vol. 1, #254)

## Course Listing

Honors Humanities I  
Fall 2009  
4 Hours; MW 12:00 P.M.-1:50 P.M.  
Gore 108

## Required Texts

1. *Five Dialogues (Euthyphro, Apology, Crito, Meno, Phaedo)*  
Plato (trans. Grube, Cooper)  
Hackett, 2nd ed (2002)  
0872206335
2. *The Consolation of Philosophy*  
Boethius (trans. Watts)  
Penguin (1999)  
0140447806
3. *Letters*  
Seneca (trans. Campbell)  
Penguin (1969)  
0140442103
4. *The Bacchae*  
Euripides (trans. Steven Esposito)  
Focus/R. Pullins (1998)  
0941051420
5. *Medea*  
Euripides (trans. Anthony Podlecki)  
Focus/R. Pullins (1991)  
0941051102
6. *The Clouds*  
Aristophanes (trans. Henderson)  
Focus/R. Pullins (1993)  
0941051242
7. *The Oedipus Cycle*  
Sophocles (trans. Fitts and Fitzgerald)  
Harvest (2002)  
015602764X
8. *The Divine Comedy: The Inferno (Vol. 1)*  
Dante (trans. Mark Musa)  
Penguin Classics, rev. ed. (2002)  
0142437220
9. *Hamlet*  
William Shakespeare; edited by David Bevington  
Signet Classics (1988)  
9780451526922

## Goals for Student Learning

- 1) To acquire an understanding and appreciation of Western literary and philosophical texts written before 1600.
- 2) To learn the necessary skills that enable one to discuss and to think critically about those texts, especially how to ask probing questions and analyze arguments.
- 3) To cultivate a working vocabulary of literary and philosophical terms and concepts that will help in fulfilling #2 above.
- 4) To understand how various cultural and historical conditions influenced the creation of those texts.
- 5) To improve writing skills by learning how to make clear arguments and defend those arguments with specific evidence.
- 6) To learn the difference between argument and opinion, and apply that understanding to your own written and oral arguments about texts.
- 7) To experience how literature and philosophy enrich life and culture.

## Written Work

### 1) *Formal Papers*

You will write two formal papers; we'll spend plenty of time during and outside of class working through the paper assignments. Please submit two copies of those essays. All essays should be typed and follow the MLA format for research papers. MLA guidelines are available at [http://owl.english.purdue.edu/handouts/research/r\\_mla.html](http://owl.english.purdue.edu/handouts/research/r_mla.html), or more extensively in the *MLA Handbook for Writers of Research Papers* (7th ed.), available for purchase at the bookstore.

### 2) *Informal Writing*

Most of the writing we do in this class will be informal in nature and will consist of brief, in-class exercises and out-of-class "prompts." You will write twelve of them this semester. They should range from 1 ½ -2 pages *typed* (follow MLA format for headings and titles) and will address topics related directly to the material from that week's class sessions: see the assignment sheet below for prompt topics and due dates. These prompts must be turned in the day they are due—late prompts are not accepted. If you can't attend class, make arrangements for the delivery of your prompt by courier, mail (postmarked the day of class), FAX (832-3102), or email. Use the prompts to take chances intellectually; prompts are never "wrong"—they contain your ideas about the text and should be used to help guide your in-class discussion.

*Prompts not turned in the day of class receive no credit. You also must staple a completed prompt self-evaluation cover sheet to each prompt (see sample cover sheet attached to syllabus; make copies for yourself). Turn in two copies of your prompt: one to each instructor.*

Prompts will receive a final grade when you turn in a “portfolio” of your six best prompts from the semester. **Place the original prompts (with our markings)** in a folder with your name on it and include a self-evaluation sheet, which details the criteria for evaluation. You will receive a non-binding midterm evaluation of three prompts when you turn them in midterm. *You are given two free “misses” on the prompts. After that, you start losing points from the final prompt grade at a rate of 10 points per missed prompt. In other words, if you miss three prompts, you will lose 10 points from the final portfolio grade. And remember, missing a prompt means you have one less to choose from for your final portfolio.*

## **Class Participation & Attendance**

Class participation is expected and encouraged in this class. We will read aloud frequently from the texts and everyone will have a chance to express their views about those texts. Prompts will encourage you to have a stake in what happens in the classroom, so they anchor class discussion and should be taken seriously. Please ask intelligent questions frequently—it will make the class more interesting. A de-centered classroom such as this presumes that the teacher *does not* know everything and that we are all partners in learning. Some of the most interesting class discussions are the ones that arrive at questions that we cannot answer.

According to the 2009-10 Westminster College catalog, “[s]tudents are expected to attend all sessions of each class” (p. 63). If you plan on missing a class for a legitimate reason, please let us know *in advance of the class session* so that you do not lose credit for failing to participate. Students who are consistent, thoughtful, active participants in class will be rewarded accordingly. See below for “Class Preparation and Participation Criteria.

## **Requirements & Grading**

Prompts (portfolio of six best): 100 pts

4-6 page paper: 50 pts

4-6 page paper: 50 pts

Midterm exam: 100 pts

Comprehensive final exam: 100 pts

Living Arts (Tuesdays, 7:30-9:20 P.M., in Nunemaker, unless otherwise noted): 25 pts

Class preparation & participation (see below for criteria): 75 pts

- Final grade of 'A' (excellent) 465-500 pts
- Final grade of 'A-' 450-464 pts
- Final grade of 'B+' 440-449 pts
- Final grade of 'B' (above average) 415-439 pts
- Final grade of 'B-' 400-414 pts
- Final grade of 'C+' 390-399 pts
- Final grade of 'C' (average) 365-389 pts
- Final grade of 'C-' 350-364 pts
- Final grade of 'D+' 340-349 pts
- Final grade of 'D' (poor) 315-339 pts
- Final grade of 'D-' 300-314 pts
- Final grade of 'F' (failure) 299 or below

## Schedule

Reading and other assignments must be completed before class on the date indicated.

Date	Author and Assignment	Details/Source
26 August	Introduction to class; in class reading: I.F. Stone, "Prelude" (from <i>The Trial of Socrates</i> ); syllabus; introductory questions and discussion, including prompt form	N/A
31	Plato: <i>Euthyphro</i>	Entire dialogue (pp. 1-20)
2 September	Plato: <i>Apology</i> ; <b>Prompt #1:</b> Choose one of the arguments Socrates makes in his defense, quote the charge and isolate the specific steps and language he uses to address it, then analyze the strengths and weaknesses of his argument by addressing the truth status of each step and the way the steps are (or aren't) logically connected. Also address what more you would want to know about Socrates, Greek culture, the legal system, or anything else to help you better evaluate the Socratic case.	First half (to line 28b, p. 32)
9	Plato: <i>Apology</i>	Finish the dialogue
14	Aristophanes: <i>The Clouds</i> ; <b>Prompt #2:</b> Answer <b>one</b> of the following two questions: What do you recognize in this portrait of Socrates, and what seems new? What does the play suggest is the purpose and nature of a proper education?	Entire
16	Euripides: <i>The Bacchae</i>	Entire
19 (Sat) or 20 (Sun); 8:30 AM	Attend the University of Utah performance of <i>The Bacchae</i> at Red Butte Gardens	Snacks provided
21	Xenophon: <i>Recollections of Socrates</i> (Book I); <b>Prompt #3:</b>	On reserve

	How do specific details in Xenophon's description alter your understanding of the Socratic trial and death sentence?	
23	Plato: <i>The Crito</i>	Entire
28	Plato: <i>The Phaedo</i> ; <b>Prompt #4:</b> Choose <i>one specific strand</i> of the argument for the immortality of the soul; isolate its steps, then analyze the strengths and weaknesses of the argument by addressing the truth status of each step and the way the steps are (or aren't) logically connected. (One way to do this is to ask yourself: if I were to argue against the Socratic position, where would I do so in the text, and on what grounds?)	To line 81a (p. 119)
30	Plato: <i>The Phaedo</i>	Finish the dialogue
5 October	Sophocles: <i>Oedipus Rex</i> ; <b>Prompt #5:</b> Make some sort of claim about the Chorus's "Ode IV" (pp. 65-6) and its relationship to the rest of the play.	Entire
7	Euripides: <i>Medea</i>	Entire
12	Seneca: <i>Letters</i> ; <b>Prompt #6:</b> Choose a letter you admire, and discuss why by drawing your reader's attention to detail.	Letters #1-77 (to p. 130)
14	<b>Midterm Exam</b>	<b>Prompt Portfolio due (3 prompts)</b>
19	Seneca: <i>Letters</i> ; and "Tacitus' account of Seneca's death"	Finish the letters, and appendix
21	<i>Bible</i> : Jesus' trial and punishment (John 10.1-10.18, Luke 22.1-24.53, John 18.1-21.25)	On reserve
26	Unknown warrior: <i>The Wanderer</i>	On reserve and available at <a href="http://www.anglo-saxons.net/hwaet/?do=get&amp;type=text&amp;id=Wdr">http://www.anglo-saxons.net/hwaet/?do=get&amp;type=text&amp;id=Wdr</a> <b>Paper #1 Due</b>
28	Aquinas: <i>Summa Theologica</i> (Question 124: Martyrdom); <b>Prompt #7:</b> Analyze the case Aquinas makes for when martyrdom is justified.	On reserve
2 November	Dante: <i>Inferno</i> ; <b>Prompt #8:</b> What do you think Dante is trying to accomplish in configuring hell the way he does? Make a claim and defend it with evidence from specific passages.	Canto I-XXII (pp. 67-273)
4	Dante: <i>Inferno</i>	Canto XXIII-XXXIV (pp. 277-383)
9	Boethius: <i>Consolation of Philosophy</i> ; <b>Prompt #9:</b> Make a claim about the relationship between the poetic passages and	Book I-II (pp. 3-46)

	the text proper that accounts for the <i>purpose</i> of these poems as they relate to the prose.	
11	Boethius: <i>Consolation of Philosophy</i>	Book III (pp. 47-84)
16	Boethius: <i>Consolation of Philosophy</i> <b>Prompt #10:</b> Why does Boethius choose philosophy to console him instead of the <i>Bible</i> or Christian dogma? Discuss evidence from the text.	Book IV-V (pp. 85-137)
18	Bacon: <i>Essays</i>	On reserve
23	Montaigne: <i>Essays</i> ; <b>Prompt #11:</b> What interests Montaigne in particular about the psychology of human beings? Choose one significant passage and work especially closely with it in support of your claim.	On reserve
30	Shakespeare: <i>Hamlet</i> ; <b>Prompt #12:</b> Hamlet says “Denmark’s a prison.” Why does he configure his environment that way and what are the specific consequences of believing one lives in a prison?	Read the entire play
2 December	Shakespeare: <i>Hamlet</i>	Discussion continued
9	Literacy and the library (no assignment); wrap up the semester.	<b>Prompt Portfolio due (best 6 in folder)</b>
10	No class, but Paper #2 is due in our respective offices by 2 P.M.	<b>Paper #2 due</b>
17 (Thursday)	<b>Final Exam</b> 12:00-1:50 P.M.	Study, study, study

## Paper Policies

All papers are due on the due date *at the start of class*. Since we realize that computers break, printers fail, and students get behind, we will accept papers for six days after the due date. After six days, papers are no longer accepted. In fairness to students who have turned in papers on time, late papers will be penalized as such:

up until 48 hours after due date: 10 pt reduction (or its equivalent on 100 pt scale)

up until 96 hours after due date: 20 pt reduction (or its equivalent on 100 pt scale)

up until 144 hours after due date: 30 pt reduction (or its equivalent on 100 pt scale)

*See below for the College's statement on academic honesty. You are bound to it by virtue of taking this course.*

Plagiarism will result in an F for the course. If you contemplate cutting and pasting someone else’s sentences or buying something from an internet site, see us instead to talk

about your paper. Lesser acts of dishonest borrowing can also constitute plagiarism, so be sure that you understand the statement on academic honesty

## **Class Preparation & Participation Criteria**

The Honors Program consists of a community of students and professors working toward the common goals of intellectual understanding, shared learning, and respect for the arguments of others. As such, each member of this community has an obligation to participate in the conversations taking place within the classroom. By coming to class prepared for discussion, you are bringing something of value into the room. You should expect others to bring something of equal value. Prompts are designed to help you prepare for such participation. The criteria for evaluating class preparation and participation appear below.

### **Seminar Participation Evaluation**

*Ratings (75 total points available):*

Poor (11) Satisfactory (12) Very Good (13) Superior (14-15)

\_\_\_\_\_ **Preparation** - Evidence shows preparation for the seminar (has prepared notes and/or recalls the readings without the use of the open text)

\_\_\_\_\_ **Attentiveness** – Attention to the ideas of others and willingness to engage them productively

\_\_\_\_\_ **Initiative** – Willingness to direct the class’s attention to significant ideas and or text.

\_\_\_\_\_ **Response** - Quality of response reflects knowledge, comprehension and application of the readings.

\_\_\_\_\_ **Discussion** - Quality of response extends the discussion with peers and reflects analysis, synthesis and evaluation.

\_\_\_\_\_ Total/75

## Proofreading Marks

The following symbols or abbreviations might be used by the professor in the margins of your written work. If you have any questions about those comments, make sure to ask about them.

**agr** faulty agreement (usually either s-v or pronoun agr)  
**adv** adverb  
**adj** adjective  
**awk** awkward  
**cap** capital letter  
**cs** comma splice (two independent clauses separated by a comma)  
**frag** sentence fragment (incomplete sentence lacking subject, verb, or both)  
**ital** italics  
**lc** lower case  
**poss** possessive  
**pv** passive voice (inappropriate use of passive voice)  
**punct** punctuation  
**rep** repetition  
**run-on** independent clauses fused without punctuation or conjunction  
**sent** sentence  
**sp** spelling  
**s-v** subject-verb  
**tense** incorrect verb tense  
**to be** overdependence on forms of verb "to be," which limits the expression of the writer's point  
**uc** upper case  
**wc** word choice  
**//** faulty parallelism  
**?** unclear or I don't know what you're trying to say  
**#** space  
**¶** paragraph  
**≠** does not equal  
**^** insert  
**/** delete  
**↔** transpose elements

## Paper Comment Key

Your paper may also exhibit the following professorial marks:

### Meaning

? It's very difficult to see what you mean here.

**CLAR** Clarify. This makes some sense, but needs to be made clearer.

**DEF** You need to define your terms, so the reader will know what you're saying. Don't use dictionary definitions (i.e., conventional meanings) for key words under discussion.

**EX** You need to explain this point more fully.

**MIS-U** You've misunderstood the author's position.

**OW** This should be explained in your own words.

**WW** Appears to be the wrong word, or your choice of words is suspect.

### Argumentative Support and Logical Connection

**ARG** You need to supply an appropriate argument for this claim.

**CIRC** Your reasoning appears to be circular. That is, you arrive at your conclusion by assuming that it's already been proven true. Never assume the truth of your conclusion.

**COUNT-ARG** You need to imagine and address the counter argument to this position.

**EG** An example of this would really help your paper.

**EMPH** This point could be emphasized; it's very important to the discussion.

**GAP** There is a gap here. Show how one thing is supposed to follow from the other.

**INCOMP** This is incomplete. You've left out an important step or issue.

**REL** What is the relevance of this? How is it related to your thesis or sub-point?

**RHET-Q** Replace this rhetorical question with an argument.

**STRAW** You've made this argument into a straw-man (made it weaker than it really is).

### Form, Convention, and Style

**AWK** This is awkwardly structured or worded. Smooth it out.

**CITE** You need to cite a reference to support this assertion.

**GW** Good work

**GRAM** This is a grammatical error. It's a sentence fragment, or a noun-verb agreement error, an ambiguous pronoun reference, a run-on sentence, or a punctuation error, etc.

**NN** This material is not needed.

**PAR** This paragraph has more than one sub-topic in it. Give each point its own paragraph.

**REDUN** This is redundant.

**SIMP** Simplify. This is too wordy.

**WS** This is well-said; you've stated your point very nicely.

! This is clever, trenchant, or funny.

## Forms

HONORS HUMANITIES  
Cover Sheet for Prompt # \_\_\_\_\_

“Finding a voice means that you can get your own feelings into your words and that your words have the feel of you about them.” --Seamus Heaney, “Feeling Into Words” (1974)

NAME \_\_\_\_\_ DATE \_\_\_\_\_

Please read this sheet after you have completed your prompt and make a check mark next to each item, where appropriate. Staple it to the top of the prompt.

This prompt contains:

\_\_\_\_\_ some of my very best work. I'm proud of it.

\_\_\_\_\_ very good. Almost my best work.

\_\_\_\_\_ competent, but I hope to do better in the future.

\_\_\_\_\_ not very good. Comments:

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\_\_\_\_\_ I have read the assigned material carefully and critically

\_\_\_\_\_ In my prompt, I do not summarize the material but instead (check those that apply):

- analyze the language of specific passages
- ask interesting questions about the text
- make specific arguable claims about the text
- take intellectual chances in making assertions about the meaning of the texts

\_\_\_\_\_ My prompt employs a vigorous, mature prose style

\_\_\_\_\_ I address the specific question(s) listed on the syllabus and, if I do not, I point out why and how my observations are related to the question(s)

\_\_\_\_\_ If I am confused by anything in the text, I have highlighted that confusion and plan to bring it up in class

\_\_\_\_\_ I have put a star next to what I think is the most interesting or insightful passage in my prompt

\_\_\_\_\_ My prompt follows the appropriate MLA format in terms of layout, citation, and headings as demonstrated in the writing sample handed out to all students

\_\_\_\_\_ My prompt is typed

\_\_\_\_\_ This cover sheet is stapled to the top of the prompt

My plans for improving my prompts in the future are:

HONORS HUMANITIES

**Midterm/final prompt portfolio evaluation**

NAME \_\_\_\_\_

Gather together all your prompts and choose the *three* that represent your best work. Place them in a folder along with this completed self-evaluation form. As with the prompt cover sheets, you will be best served by an honest evaluation of your own work--check only the box that applies. Comment below the grids and assign yourself a grade. You will receive the prompt folder back, along with a non-binding, mid-term evaluation of the work on the prompts. Although this evaluation will have no bearing on your final grade, it will at least give you a sense of what kind of work you have been doing so far.

\*My records show \_\_\_\_\_ prompt(s) missed this term.

	ALWAYS	OFTEN	SOMETIMES	RARELY/NEVER
Prompts go beyond mere summary by analyzing the language of specific passages				
Prompts ask interesting questions about the texts				
Prompts make specific, arguable claims about the material				
Prompts take intellectual chances in their assertions about the meaning of the texts				
Prompts employ a vigorous, mature prose style				
The writer uses the prompts during in-class discussion				
I am satisfied with the quality of my work in the prompts				

I believe the following grade accurately reflects the quality of the work done so far this semester, in light of the criteria established above: \_\_\_\_\_ (fill in grade).

Please use this space to make any other comments

## **WESTMINSTER COLLEGE POLICY ON ACADEMIC HONESTY**

Westminster College of Salt Lake City operates on the assumption that all academic work is the honest product of each student's own endeavors. The faculty and staff at Westminster expect such integrity from the students, and violations are cause for disciplinary action, including suspension, probation, loss of credit, or expulsion from the college. Academic dishonesty includes, but is not limited to, cheating, plagiarism, and furnishing false or misleading information to any faculty or staff member.

Cheating on examinations includes, but is not restricted to, copying from another student's exam paper, using unauthorized notes during an examination, arranging for a substitute to take an examination, or giving or receiving unauthorized information prior to the exam.

Cheating on written assignments includes plagiarism, collaboration with others, or submitting the same material for more than one class without authorization of the instructor.

Plagiarism includes borrowing information or ideas, whether directly quoted or paraphrased, from any source beyond one's first-hand experience and not acknowledging the source. The student must give credit for the material by identifying the source, using one of the generally accepted citation methods.

Initially, sanctions are the responsibility of the class instructor. The instructor may simply reprimand the student, or may demand the work be repeated, or may give a failing grade for the assignment or exam in question, or may give a failing grade for the entire course. In each case, a short report of the incident will be filed with the appropriate academic dean.

In the case of repeated or more serious violations, the faculty member may recommend to the dean that the student be put on probation, suspended, or expelled from the College. The dean's recommendation will then be sent to the Dean of Students....

(Westminster College, 2009-10 Academic Catalog, p. 76)

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Westminster College seeks to provide equal access to the college's programs, services, and activities to people with disabilities as defined by the ADA and Section 504 of the Rehabilitation Act of 1973. If you have a disability for which you will need accommodations in this class, please let the instructor know as soon as possible. You will also be required to provide documentation of your disability to the Services for Students with Disabilities program in the START Center (Carleson Hall, 832-2590).

*Please refer to the Academic Catalog or the Student Handbook a few more times for the College's statement on academic honesty, excerpted above. As you know by now, you are bound to it by virtue of taking this course. You are always wise to keep reading the fine print. Who knows what could be written down here, or to what monstrosities you could be committed without your full awareness. Good thing you checked. (This syllabus is subject to change.)*