COURSE DESCRIPTION
This course is an introduction to the humanities. It reaffirms the liberal arts tradition that maintains that the humanities constitute the best and brightest expressions of all people. Defined as “the study of enduring ideas in philosophy and the critical process by which they can best be understood and communicated to others,” the humanities include those disciplines, such as art, literature, music, theater and philosophy, that reflect the great artistic and intellectual achievements of diverse cultures and the response of generations to such excellence.

*The Art of Being Human* emphasizes the interaction among the arts, religion, and philosophy, believing that this approach helps us to see artists and philosophers at work, trying to solve real problems that we all know and care about.

PREREQUISITE INFORMATION
N/A

INSTRUCTOR INFORMATION
Name: Dr. Connie Michalos
E-mail: cmichal@stthom.edu
Office Phone: 713.525.3175
Office Location: 207 Crooker
Office Hours: By appointment

LEARNING RESOURCES
Shaw, George Bernard. *Pygmalion* (and *My Fair Lady*). Signet Classics
Handouts; students will provide their own copies of myths, stories, plays, etc. not in text or handouts.
College level dictionary and thesaurus; most recent MLA Guide to Writing

COURSE OBJECTIVES
The University of St. Thomas offers a broad range of programs and services committed to a liberal arts education that are designed to promote the growth of the whole person. An understanding and appreciation of the humanities is critical to the personal, intellectual, moral and aesthetic development of the MLA student. As a high-level inquiry into the humanities, this course fosters deeper cultural literacy and analytical abilities in students and meets the MLA standard of a “broad interdisciplinary approach”.
This course focuses on the humanities as outstanding expressions of the human spirit and on the interaction among the arts, religion and philosophy. Students will also recognize the humanities as a means to more thoughtful living.

- Students will be introduced to major works of art and diverse philosophical perspectives
- Students will engage ideas and works of art with critical thinking skills
- Students will appreciate human expression intellectually as well as aesthetically
- Students will cultivate an abiding appreciation for great achievements in art and philosophy
- Students will identify in the ideas of the great thinkers some enduring questions for which there are no absolute answers
- Students will recognize those unresolved philosophical questions which are personally relevant
- Students will become familiar with characteristics of recognized works of art, music, literature, film and drama
- Students will evaluate works of art, music, literature, film or drama, utilizing the fundamentals of critical analysis

Technology, writing, or oral objectives
Students will reinforce reading, writing, oral communication and technology skills in the successful completion of this course.

**TOPICAL OUTLINE**

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<td>Week Ten</td>
<td>Chapter 9; Students will read randomly assigned plays by Shakespeare on their own and view film adaptations for group analysis and presentation.</td>
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TEACHING STRATEGIES
Though some lecture may be necessary, class discussion based on assigned reading is the strategy of choice. Students will also view videos, listen to CDs, visit museums, write research papers, participate in group panel discussions and make oral presentations.

ASSESSMENT OF LEARNING

Course requirements

Research Paper: All papers are due at the beginning of class on the date assigned. NO LATE PAPERS WILL BE ACCEPTED. If you are absent on the day a paper is due, email it to me by 4:00 p.m. or the grade for the assignment is zero. All papers are to be typed, double-spaced, use Microsoft Word, 12-point font and standard print, and follow appropriate MLA format. Papers must be 8-10 pages and include at least three sources, none of which is an Internet source. Sources should be no older than five (5) years. Students will visit the Cy Twombly Gallery (1501 Branard; 713 525-9400) and argue whether or not his work is art. Papers are due at the beginning of class on Thursday, 5 March 2015. No late papers will be accepted. Failure to subscribe to these instructions will result in a zero for the assignment.

Any suggestion of plagiarism or other form of academic dishonesty will be investigated. Any proof of said behavior will result in a failing grade for the course.

Film Presentation: Students will be assigned different film versions of plays by Shakespeare and compare the two versions (play and film) based on the following criteria: cast, setting, fidelity to text, cuts, additions, transpositions, use of technology.
**Issues Presentations:** Students will be randomly assigned issues for which they will present arguments in 15-minute presentations. They will submit a 1-2 page summary of their research and a Works Cited page (MLA). The presentations will be made the last two evenings of class.

Grading standards
- Research paper 25%
- Film presentation 25%
- Issues presentation 25%
- Journal 25%
- 100%

Grading scale: A=95-100, A-=90-94; B+=87-89, B=84-86, B-=80-83; C+=77-79, C=74-76, C-=70-73; D+=67-69, D=60-66; F=below 60

Students who receive grades lower than 80/B- should schedule an appointment with me ASAP.

**CLASS POLICIES**

**Absence and Tardy Policies:** Students are allowed six (6) absences for the semester. Grades will be reduced by ½ for each absence thereafter.

**Academic Honesty**
Please refer to the current catalog for the university's policy and procedures regarding academic honesty.

Any suggestion of plagiarism or other form of academic dishonesty will be investigated. Any proof of plagiarism or other form of academic dishonesty will result in a zero for the assignment.

For examples of plagiarism, please visit the following cites:
- http://www.princeton.edu/pr/pub/integrity/08/plagiarism
- http://www.stthom.edu/libtraining/Plagiarism/Plagiarism_Tutorial2.htm

**Email Policy**
All university and class email communication will be sent to your UST email account.

**Late Work**
No late papers will be accepted except under extenuating circumstances.

**Learning Disabilities/Academic Accommodations**
Any student with a documented disability needing academic accommodations is requested to speak with me on the first day of class. All discussions will remain confidential. Students with disabilities will also need to contact Counseling and Disability Services in Crooker Center. This office can be reached at (713) 525-2169 or 6953.
JOURNAL ENTRIES

Each prompt should serve as its own heading for the entry. Each entry must be typed and be at least 250-500 words. Entries will be graded on the basis of content (thoughtfulness and thoroughness of response) and correct English usage.

1. What analytical skills does a professional critic possess? How useful are professional critics? What difference would it make if there were no professional critics?

2. Identify those elements in your personality that are Apollonian and those that are Dionysian. Which side do you prefer? Do you seek a balance between the two? Why?

3. Who is your hero? Why?

4. Why doesn’t the United States have an epic poem? If you could write one, what would it focus on? Why?

5. How and why are photography and painting related?

6. What do you think of rap music? Why?

7. Using any play by William Shakespeare for your example, either agree with or refute the following statement by Ben Jonson: “He was not of an age. He was for all time.”

8. View any musical of your choice and discuss how different the “play” would be if the songs were dialogue instead.

9. Recommend a particular movie to your professor or discourage her from seeing it.

10. If you could only watch television one hour each day (7/week), what program would you watch each day? Why?

11. Do you believe in God? Why? How would you convince someone to agree with you?

12. You have a sick child, but you do not have the money for medicine. The pharmacist does not sympathize with your plight. How would you get the medicine nevertheless?

13. How should we teach children to be gracious winners and good losers? Or should we reward children equally, regardless of their efforts?

14. Choose a particular novel and argue for its inclusion or exclusion from a high school reading list.

15. Are people good because it is good to be good or because there is a reward (earthly or heavenly) attached?