

Humanities 102: The Search for Values in the Light of Western History and Religion



COURSE INFORMATION

SPRING 2008

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I. COURSE REQUIREMENTS

A. Weighting of Course Elements and Required Texts

Writing Portfolio: 20+ pages total		50%
Daily Response	10%	
Paper 1	10%	
Paper 2	15%	
Paper 3	15%	
Testing		30%
Mid-term Exam, in class	15%	
Final Exam, in class	15%	
Class Participation		20%
Attendance and Participation	5%	
Extra events	5%	
Leading class discussion	10%	

Required Texts

Reading Guide for Humanities 101-102†

Ali, Ahmed (ed). *Al-Qur'an: A Contemporary Translation*. Princeton, 2001.

Boulding, Maria O. S. B. (ed). *St. Augustine, The Confessions*. New City, 1997.

Burgess, Glyn (ed). *The Song of Roland*. Penguin, 1990.

Burr, David (ed). "Anselm On God's Existence." *Medieval Source Book*. 25 July 2006.

<http://www.fordham.edu/halsall/source/anselm.html>.†

Ciardi, John (ed). *The Divine Comedy*. New American Library, 2003.

Church, Alfred J. and W. J. Brodribb (edd). *The Annals by Tacitus*. 20 June 2007.

<http://classics.mit.edu/Tacitus/annals.html>.†

Clarkson, J. Shannon (ed). "The Acts of Paul and Thecla." *Conflict and Community in the Corinthian Church*. 25 July 2006. <http://gbgm-umc.org/umw/corinthians/thecla.stm>.†

Coogan, Michael et al (edd). *New Oxford Annotated Bible*. Oxford, 2007.

Copley, Frank O. (ed). *Lucretius, The Nature of Things* I.50-191, 215-49, 262-79, 295-304, 328-369, 418-29, III.417-83, 558-614. W. W. Norton, 1977.†

Fry, Timothy, O. S. B. (ed). *The Rule of St. Benedict*. Vintage Spiritual Classics, 1998.

Hacker, Diana. *A Pocket Style Manuel*. Bedford/St. Martin's, 2004.

Hadas, Moses (ed). *The Stoic Philosophy of Seneca*. W. W. Norton, 1958.

Inwood, Brad and L. P. Gerson (edd). "Epicurus' Letter to Menoecus." *Hellenistic Philosophy: Introductory Readings*. Hackett, 1997. 28-31.†

Kraemer, Ross S. (ed). "The Martyrdom of Saints Perpetua and Felicitas." *Maenads, Martyrs, Matrons, Monastics: A Sourcebook on Women's Religions in the Greco-Roman World*. Fortress, 1988. 96-107.†

Lombardo, Stanley (ed). *Virgil, Aeneid*. Hackett, 2005.

Patterson, Stephen J., James M. Robinson, and Hans-Gebhard Bethge. *The Fifth Gospel: The Gospel of Thomas Comes of Age*. Trinity, 1998.

Sigmund, Paul E. (ed). *St. Thomas Aquinas on Politics and Ethics*. W. W. Norton, 1988.

Zetzel, James E. G. (ed). "Scipio's Dream (*On the Commonwealth* 6.9-28)." *Cicero On the Commonwealth and On the Laws*. Cambridge, 1999. 95-102.†

†These items may be found on the SEARCH Moodle site (<http://moodle.rhodes.edu/moodle/>)

To access the SEARCH Moodle site, students must first login from the regular login page of the Rhodes website. They can then enroll in Humanities 102 on Moodle.

B. PARTICIPATION (INCLUDING ATTENDANCE)

NOTE: Students are required to attend all common sessions and colloquia. Class participation obviously requires presence in class, and it is essential for the mastery of course materials so that writing assignments and examinations can be completed successfully. Frequent or prolonged absences will adversely affect your grade for the course.

You will have many opportunities to participate in a variety of activities related to **SEARCH** throughout the year. These opportunities are designed to help students engage fully with the course material both in and beyond the classroom.

The colloquium meetings in the first year **SEARCH** program are designed for a guided discussion of common readings. It is expected that the reading assignments be completed prior to each class meeting. In some cases you may have to allot several periods of reading to have an assignment finished in time for class discussion. The calendar pinpoints some of these longer assignments for you.

You are required to bring to class the text assigned for that day. You should be prepared to discuss the text, bringing your own questions and comments in writing. In addition to the assistance provided by the Reading Guide, your colloquium instructor may give you study questions in advance of the colloquium to guide your reading or to help you gauge the success of your reading. This means that you should develop active approaches to reading and note-taking in preparation for class: mark the text (underlining, highlighting), write in the margins indicating cross-references or key ideas or the results of dictionary searches, give special emphasis to key passages, and note places where you agree or disagree with major arguments or ideas in the text.

You should be prepared to respond to ideas and directions of thought taken by your colleagues in class. This means that you must listen to what others have to say and be able to join with them in clarifying or assessing an idea. In addition to your participation in class discussion, your colloquium leader will require the following activities:

- Leading a colloquium session discussion
- Completing an in-class writing assignment
- Completing out-of-class writing assignments in preparation for colloquium and/or common sessions (see “Writing Requirements”)

Remember that the time in class is never sufficient to cover completely all the topics, ideas, and arguments that may be important in an assignment. Your responsibility for the assigned reading, therefore, extends beyond what is explicitly covered in the class period.

Student-led Class Discussion Information

As part of your final grade for the course, you and one or more colleagues will lead the discussion for one class period during the semester. It is not my expectation that you lead for the entire fifty minutes of class. However, I hope that good questions will lead to good discussion. Discussion groups and days will be assigned by the professor and distributed during the first week of class.

The student-led discussion entails a more thorough preparation of the assignment. You will be responsible for preparing, in advance, a handout to be distributed at least one class period prior to your assigned day. This should provide a working outline of the process and format for the discussion. Please distribute it electronically as an attachment sent to the entire class.

While you are free to structure the discussion as you wish, *and it must be grounded in the assignment and text(s)*, you might consider including any or all of the following parts:

1. Why do you think we are reading this text? In other words, how does this text seem to fit with the goals of the Search course? Does it make the unfamiliar familiar or the familiar unfamiliar? How does it contribute to the conversation about the best way to live, the best way to live in community, or how to negotiate personal or cultural loss?

2. What are the key ideas in the text? While the text may contain many ideas, try to identify what you think are the one or two most important ones, or the ideas upon which other ideas rest. As part of this process, direct the class to one or two key passages in the text where these ideas are best articulated by the author.
3. Do the ideas of this text connect to other texts we have read in Search or other texts you have read in other classes? The connections you make might be very obvious or they might be much more obscure. What I am most interested in is your ability to think synthetically and contextually beyond a single text or author.
4. If the author of the text were alive today, what would s/he say about...? Set up a scenario where the author of the text is engaging some contemporary event, person or topic. Be creative.

C. TESTING

There will be one 50-minute test given in class on *Monday, February 25*. It will cover the material in the first sections of the course. The final examination will focus on material subsequent to the mid-term exam and will be given during the scheduled time (see course calendar and/or Rhodes College Spring Final Exam Schedule).

Both the mid-term and the final will have identification questions and essays. Generally, the identification questions will focus on the common sessions and terms in the Reading Guide while the essay questions will focus on the reading assignments and colloquium discussions. The format for the mid-term and final exams is the same used in Humanities 101.

D. SPECIAL EVENTS AND EXTRA-CURRICULAR ACTIVITIES

Throughout the academic year SEARCH sponsors and supports various events related to course content and objectives. In the past these have include lectures by visiting scholars, dramatic and musical presentations, visits to musea, recitations of ancient literature, and extra-curricular discussions of class readings in non-traditional settings. These events are intended to complement and supplement the intellectual activity of the classroom and to act as an intellectual catalyst for the campus community.

Some of these have already been noted on the course calendar. Others will be announced during the academic year. Watch the SEARCH Moodle site. **You must attend one of these events in the Spring semester and write a one-page response (similar in form to the daily response) to be submitted in the next class meeting after the event. This assignment will be graded.**

E. DAILY WRITING RESPONSES

This course is built on guided discussion of common readings. Adequate time must be budgeted to successfully complete reading assignments. In order to facilitate this, you are required to complete a one-page written response for most of the readings based on a question that will be assigned at the conclusion of each class. Responses will be graded on a 5-point scale for a total of 100 points. Responses are due at the beginning of class; late responses will not be accepted. Be prepared to share what you have written with the class.

F. SEMINARS

Seminars are special opportunities built into the schedule of common sessions and colloquium discussions to allow students and faculty members to explore issues of importance and interest in greater depth than the syllabus for the course allows. Seminars are designed to encourage students and faculty to bring reading, study, discussion, and writing skills developed within the **SEARCH** program to bear on particular texts, on more narrow topics, on issues that range beyond the customary themes and practices of the course.

The colloquium instructor will announce the topic for his or her colloquium group in advance and will make arrangements for supplementary texts or additional primary sources.

G. Writing Portfolio: Due Dates and Lengths

Students are required to maintain a Writing Portfolio across two semesters in order to track the development of their writing skills. The Portfolio folder should be sturdy and have inner pockets to hold papers from both semesters. **Submit all writing assignments in the Portfolio folder, each paper pledged in conformity with the Rhodes College Honor Code.** Because writing and critical thinking are among the most important elements of a liberal arts education, your papers should meet the following minimum requirements.

Paper One (1500 words, 5 pages)

Due Friday, February 8 in colloquium. You will choose from a list of passages in the *Aeneid*. Your paper will argue an interpretation of those passages based on your reading of the entire work and the editor's explanatory comments. Do not use any other print or electronic sources to advance your argument.

Paper Two (1500 words, 5 pages)

Due Wednesday, March 19, in colloquium. You will choose from a list of passages in the *Confessions*. Your paper will argue an interpretation of those passages based on your reading of the entire work and the editor's explanatory comments. Do not use any other print or electronic sources to advance your argument.

Paper Three (1500 words, 5 pages):

Due Wednesday, April 9, in common session. You will choose from a list of topics relating to our study of Islam. Your paper will argue an interpretation of those passages based on your reading of the entire work and the editor's explanatory comments. Do not use any other print or electronic sources to advance your argument.

**Ten daily writing responses (one page each) are also due (see details above).
One of these must be from attendance at a Search event.**

H. Guidelines and Objectives for the Papers

The **spring semester's papers** will focus on advanced argumentation and the defense of a thesis. They will help you cultivate the following skills while reinforcing those emphasized in the fall papers:

- thesis recognition, articulation, and refinement
- analysis and argumentation
- counterpoint and counter-argumentation
- extended, developmental exposition

An effective thesis development paper will include the following elements:

1. crafting a clearly articulated thesis statement
2. citing specific passages from our readings in support of that thesis
3. offering additional pertinent supporting evidence for that thesis
4. carefully considering strengths and weaknesses of the central proposition(s)--pro and con--effectively articulating arguments and counter-arguments
5. suggesting the importance and implications of the claims presented

I. General Format

Provide a **title page** which includes:

- (1) a **provocative title** near the top of the page. Your title may appear in all upper-case letters if you wish, but this title should *not* be underlined or italicized or enclosed in quotation marks.
- (2) **your name**
- (3) the name of your **colloquium leader**
- (4) the **date** of submission

- (5) a statement of the **Honor Pledge** accompanied by
- (6) **your signature** to indicate that the paper has been prepared in accordance with the Honor Code of Rhodes College.

Be sure your paper is:

- (1) **legibly typed** using a standard **11 or 12 point font** (i.e., **no fancy fonts**)
- (2) **double-spaced** throughout
- (3) with **1-inch margins** and
- (4) **page numbers**

A word-processing program with appropriate default settings, such as those available through Rhodes Information Services, will automatically maintain margins and pagination.

Attach an **Acknowledgements** section, if needed, and a **Works Cited** page (sometimes called a bibliography) that includes sources consulted as well as sources quoted (see examples below).

Note: Your papers will be graded on the basis of accuracy, insight, and sophistication, and on your ability to organize and structure your ideas, as well as on mastery of the mechanics of writing. Papers not written in conformity to the Rhodes College Honor Code will automatically fail.

J. Mechanics and Style

A stylistically effective paper:

1. Uses **proper grammar and syntax**.
2. **Avoids** summaries of content and long quotations.
3. **Avoids** sweeping generalizations (e.g. “throughout history,” “since the dawn of time,” “as humans have always wondered,” “As I have always believed”) and **vague abstractions** (e.g. “ancient peoples,” “religious people,” “the Church,” “in ancient times”).
4. **Avoids the passive voice** (“it is thought,” “it was decided,” “the people were struck by”). Active verbs express meaning more emphatically and more precisely: “Gilgamesh deliberated,” “Moses decided,” “the Israelites equivocated.”
5. Avoids jargon, wordiness, and unnecessary repetition.
6. Uses **Inclusive Language**: In conformity with the policy of official Rhodes publications and accepted professional practice your papers should avoid variants of the term “man” (including “men,” “mankind,” “family of man,” “brotherhood,” and compounds such as “chairman,” “clergyman,” etc.) as generic identifiers, using instead inclusive terms (e.g. “human beings,” “humanity,” “humankind,” “people,” “minister,” etc.) to designate both individuals and groups. See Hacker, *A Pocket Style Manuel*, 20-22, for a discussion. Note: **Direct quotations** should **reproduce the quoted text**, inclusive or not, **exactly as in the original**.

K. Accurate Citation and the Honor Code

Accurate citation serves two important purposes. One is to **acknowledge your debt to the author of the words or ideas you have used**. Thorough and precise acknowledgement of any such debt is required by the Honor Code, and failure to do so is a form of **plagiarism**. The other purpose is to allow the reader to trace your sources and reconsider the evidence for your interpretations and arguments.

Both of these purposes require you to provide a form of citation **that directs the reader as precisely as possible** to the passage in question. The specific information in the citation will, therefore, be different for different works. In many cases, the citation will be to the author and a page number: (Rousseau 25). When citing a play, however, you might achieve greater accuracy by citing the act, scene, and line numbers. Other works are broken up into books, sections, cantos, chapters, verses, etc. Specific examples are provided below.

In all cases, however, **the citation must be keyed to the bibliographical information in the Works Cited page**. For example, the abbreviated reference in this citation--(Rousseau 25)—requires that the Works Cited entry for this work begin with “Rousseau”, as in Rousseau, Jean Jacques.

Below are some examples of **parenthetical documentation**, the type of citation you will use in these papers. Each example employs a different manner of referring to a text (short quotation, offset quotations, paraphrase) and the proper way to format and punctuate each. Each parenthetical citation is followed by the appropriate form of bibliographical citation for a Works Cited page.

1. NON-BIBLICAL EXAMPLES:

EXAMPLE OF CITING THE SEARCH READING GUIDE

As the reading guide indicates, *Judith* was most likely composed much later than the events portrayed in its narrative (Byrne et al 27).

Byrne, Ryan et al. *The Search for Values in the Light of Western History and Religion: Reading Guide*. 22nd ed. Memphis, TN: Rhodes College, 2006.

EXAMPLE OF CITING PLATO OR ARISTOTLE

Famously Aristotle opens the *Nicomachean Ethics* with the observation that “Every craft and every line of inquiry, and likewise every action and decision, seems to seek some good...” (1094a1).

Aristotle. *Nicomachean Ethics*. Trans. T. Irwin. 2nd ed. Indianapolis, IN: Hackett, 1999.

EXAMPLE OF LONG QUOTATIONS THAT ARE INDENTED

Thucydides viewed the war between Athens and Sparta in terms of both its historical magnitude and its connection to his own life:

I certainly remember that all along from the beginning to the end of the war it was commonly declared that it would last thrice nine years. I lived through the whole of it, being of an age to comprehend events, and giving my attention to them in order to know the exact truth about them (5.26.4-5).

Thucydides. *The Landmark Thucydides: A Comprehensive Guide to The Peloponnesian War*. Ed. R. B. Strassler. New York: Simon & Schuster, 1996.

EXAMPLE OF MULTIPLE CITATIONS FOR A WORK DIVIDED INTO BOOKS AND LINE NUMBERS:

The first set of prophecies, made by Teiresias in the underworld, is followed by a second, uttered by Circe as Odysseus prepares to resume his travels (*Odyssey* 11.103-17, 12.127-41).

Homer. *The Odyssey*. Trans. R. Fagles. New York: Penguin, 1996.

EXAMPLE OF POETRY, OF A PLAY WITH LINE NUMBERS, AND OF A WORK
PUBLISHED AS PART OF A COLLECTION:

Sophocles shows Haemon rebutting his father's questions forcefully yet logically: "There is no city | possessed by one man only" (*Antigone* 798-9).

Sophocles. *Antigone*. *Sophocles I*. Trans. D. Greene. 2nd ed. Chicago: U of Chicago P, 1991.

EXAMPLE OF A WORK DIVIDED INTO BOOKS AND LINE NUMBERS:

The Virgilian underworld is a realm of "gods of the world below" and of "silent shades" (*Aeneid* 6.330).

Virgil. *Aeneid*. Trans. S. Lombardo. Indianapolis, IN: Hackett, 2005.

EXAMPLE OF SYNTACTIC ADJUSTMENT IN CITING A WORK DIVIDED INTO BOOKS
WITH SECTIONS:

Augustine exhibits a keen grasp of both human existence and overarching abstractions when he asserts that he "was not yet in love, but [that he] was enamored with the idea of love..." (*Confessions* 3.1).

Augustine. *The Confessions*. Trans. M. Boulding. Hyde Park, NY: New City, 1997.

2. BIBLICAL EXAMPLES:

CHAPTER AND VERSE CITATIONS:

The psalmist depicts humans as "a little lower than God" and "crowned...with glory and honor" (Psalm 8.5, NRSV).

SCHOLARLY NOTES, INTRODUCTIONS, ESSAYS, MAPS:

Some scholars interpret God's attempt to kill Moses as addressing the need for adherence to the covenant of Abraham and its obligations (NOAB, HB 89, note to verses 24-26).

The Introduction states that "the different parts of Genesis are united by a set of 'toledot' ('descendants') headings" that guide the reader's approach to the material (NOAB, HB 9).

When Jesus asks, "Are you a teacher of Israel and yet you do not understand these things?" (John 3.10), he may be discrediting the religious aristocracy represented by Nicodemus (NOAB, NT 152, note to verse 10).

The essayist argues that much "biblical interpretation in the New Testament serves a polemical or apologetic purpose" ("The New Testament Interprets the Jewish Scriptures" NOAB, Essays 474).

L. Sample Title Page

Mixed Motives:
The Quest for Immortality in *Gilgamesh*

Ivanna B. Smart

Humanities 101
Prof. Loquax
August 28, 2007

I have neither given nor received aid on this assignment,
nor have I witnessed any such violation of the Honor Code.

(your signature)

**II. OPPORTUNITIES FOR UNDERGRADUATE RESEARCH AND FOR
RECOGNITION OF OUTSTANDING ACHIEVEMENT**

A. UNDERGRADUATE RESEARCH

Each year, a number of students in the **SEARCH** course participate in opportunities for undergraduate research. These opportunities include presenting a paper at a local, regional or national conference and/or submitting a paper for publication in a local or regional journal. In 2004-2005, seven of our students presented papers at a national conference sponsored by the Association of Core Texts and Courses at St. Mary's College in California. We encourage students to take advantage of these opportunities and discuss with their colloquium leader possibilities for undergraduate research.

Rhodes Undergraduate Research and Creative Activity Symposium (URCAS)

This annual campus event held in April brings together outstanding student research and creative activity from all academic divisions of the college for the purpose of sharing and advancing the intellectual interests of Rhodes students.

ACTC Student Conference

At this student-organized biennial, international event, sponsored by the Association of Core Texts and Courses, selected first and second-year **SEARCH** students are invited to present papers written either as a course assignment or as part of original research. The conference brings together students in comparable programs at other institutions to exchange, discuss, and critique ideas.

Publications

Students have the opportunity to submit short manuscripts for publication in journals that specialize in publishing student work. These include student publications at Rhodes such as *The Southwestern Review*, *Confluence*, or even a collection of papers published by a specific class. It also includes regional or national journals, such as *The Pierian Spring*, an undergraduate research journal in the humanities published at Hendrix College. Colloquium leaders will be happy to explore publication possibilities with interested students.

B. RECOGNITION OF OUTSTANDING ACHIEVEMENT

The **SEARCH** program has a long tradition of recognizing students who have excelled in all aspects of the course including written work, testing, and class discussion. Each year, two students of extraordinary achievement are awarded the Fred W. Neal Prize and the W. O. Shewmaker Award in Interdisciplinary Humanities. The achievement of other outstanding students in each colloquium is recognized through membership on the **SEARCH** Advisory Council.

Fred W. Neal Prize and the W. O. Shewmaker Award in Interdisciplinary Humanities

The Fred W. Neal Prize and the W. O. Shewmaker Prize honor two students with the highest distinction in first-year **SEARCH**. The former prize was established by colleagues and friends of Dr. Fred W. Neal, director of the **SEARCH** course 1969-85, and the latter was established by alumni and friends in memory of Dr. W. O. Shewmaker, Professor of Bible at Rhodes 1925-41. Candidates for these prizes are nominated by their colloquium leaders and the prize winners are selected by a committee of the **SEARCH** staff. The winners will be announced at the college-wide Awards Convocation in the spring.

SEARCH Advisory Council.

Membership on the **SEARCH** Advisory Council (SAC) is awarded to those first-year students who have excelled in all areas of the course. Students are nominated to the SAC by their colloquium leaders during the spring semester. Newly designated SAC members are given the opportunity to participate in the end-of-year evaluation of the **SEARCH** course where they provide valuable feedback to the teaching staff. In their second year of studies, SAC students are invited to special events sponsored by the program. They also often give service to the first-year course by serving as tutors, substitute colloquium leaders, guides at Open House, and representatives at faculty candidate visits.

Schedule of Readings and Assignments Humanities 102 (2008)

(Testing and Writing Requirements are shaded)**JANUARY**

MONDAY	TUE	WEDNESDAY	THU	FRIDAY
		9 Common Session One Polis to Cosmopolis Introduction to 1 Maccabees, NOAB (AP) 201-202; 1 Maccabees 1-4, 8; Essay, "The Hellenistic World," and Essay, "Hellenistic Religions and Philosophies," <i>Reading Guide</i> , 67-71†	10	11 Colloquium One Philosophical Reaction: Epicureanism Epicurus, <i>Letter to Menoecus</i> †; Lucretius, <i>On the Nature of Things</i> †
14 Colloquium Two Philosophical Reaction: Stoicism Seneca, "On Providence" (pp. 27-45); "Letters" 3, 5, 41, 70, 124 (pp. 168-171, 188-190, 202-207, 256-261) in <i>The Stoic Philosophy of Seneca</i>	15	16 Colloquium Three Judaism Encounters Hellenism Introduction to the Apocryphal/ Deuterocanonical Books, NOAB (AP), 3-10; Introduction to 2 Maccabees, NOAB (AP) 245-247; 2 Maccabees 7, 12; Introduction to 4 Maccabees, NOAB (AP) 362-363; 4 Maccabees 1-8, 17	17	18 Colloquium Four Writing and Discussion Day
21 Martin Luther King, Jr. Holiday	22	23 Common Session Two Rome Essay: "There was a dream that was Rome," <i>Reading Guide</i> , 77-79; Cicero, <i>Dream of Scipio</i> †	24	25 Colloquium Five Roman Myths of Origin: the <i>Aeneid</i> Virgil, <i>Aeneid</i> Books 1-2
28 Colloquium Six Constructing the Roman Hero Virgil, <i>Aeneid</i> Books 4-6	29	30 Colloquium Seven On to the Promised Land Virgil, <i>Aeneid</i> Books 7-9	31	

FEBRUARY

MONDAY	TUE	WEDNESDAY	THU	FRIDAY
				1
				Colloquium Eight The Costs of Conquest Virgil, <i>Aeneid</i> Books 11-12
4	5	6	7	8
Common Session Three Emerging Christianities Essay: "The Emergence of Christianity in Historical and Cultural Context," <i>Reading Guide</i> , 86-88; Philippians 1-2; Galatians 1-2		Colloquium Nine Paul Essay, "Paul of Tarsus, 'Apostle to the Gentiles,'" <i>Reading Guide</i> , 89-90; Introduction to 1 Corinthians and Introduction to Romans (NOAB); 1 Corinthians 1-2, 5-7, 11-15		Colloquium Ten Paul (2) Romans 1-3, 11-13 PAPER DUE
11	12	13	14	15
Colloquium Eleven The Battle over Paul, or From Martyrdom to Asceticism Acts of Paul and Thecla†; Introduction to the Pastoral Epistles, NOAB (NT) 349; Introduction to 1 Timothy, NOAB (NT) 350; 1 Timothy (entire)		Colloquium Twelve Gospel According to Mark Introduction to Mark, NOAB (NT) 56-57; Gospel of Mark (entire); Essay, "What Is a Gospel?" <i>Reading Guide</i> , 94-95		Colloquium Thirteen Synoptic Gospels Introduction to Matthew, NOAB (NT) 7-8; Introduction to Luke, NOAB (NT) 93-95; Matthew 1-7; Luke 1-6
18	19	20	21	22
Colloquium Fourteen Gospel According to Thomas Essay, "What Is Gnosticism?" <i>Reading Guide</i> , 100-102; Gospel According to Thomas (entire); Introduction, Patterson, pp.1-5		Colloquium Fifteen Gospel According to John Introduction to John, NOAB (NT) 146-147; Gospel According to John (entire)		Colloquium Sixteen Writing and Discussion Day
25	26	27	28	29
MID-TERM EXAM Your instructor will provide more information about the format of the exam.		Common Session Four "From Jesus to Christ, Part 4" Correspondence of Trajan and Pliny & Creed of Nicea, <i>Reading Guide</i> , 106-108; Tacitus, <i>Annals</i> 15.37-45†		Colloquium Seventeen Empire & Christianity The Martyrdom of Sts. Perpetua and Felicitas†

MARCH

MONDAY	TUE	WEDNESDAY	THU	FRIDAY
3 SPRING BREAK	4	5 SPRING BREAK	6	7 SPRING BREAK
10 Common Session Five Introducing Augustine and the Middle Ages Introduction to Boulding's translation of <i>The Confessions</i> , pp. 9-35	11	12 Colloquium Eighteen Augustine's Journey Augustine's <i>Confessions</i> , Books I-II; IV-V	13	14 Colloquium Nineteen Augustine's Journey Continues <i>Confessions</i> , Books VI.1-7, 11-16; VII; VIII.1-2, 5-12; IX
17 Colloquium Twenty Augustine's Theology <i>City of God</i> (suggested: XIII.1-3, 6-11, 13-14; XIV.4-7, 10-18, 25, 28; XIX.1-2, 4, 6-7, 13, 17)†	18	19 Colloquium Twenty-One Monastic Interpretations of Christianity <i>Rule of Benedict</i> (entire) PAPER DUE	20	21 EASTER BREAK
24 Common Session Six The Rise of Islam Essay: "Rise of Islam," <i>Reading Guide</i> , 114-116; Qur'an, suras 1-2	25	26 Colloquium Twenty-Two The Qur'an Qur'an, (suggested: suras 3, 5, 6-7, 16, 19, 28, 47, 60)	27	28 Colloquium Twenty-Three Writing and Discussion Day
31 Colloquium Twenty-Four Mini-Seminar Islam. Reading to be assigned.				

APRIL

MONDAY	TUE.	WEDNESDAY	THU	FRIDAY
	1	2 Colloquium Twenty-Five Mini-Seminar Islam. Reading to be assigned.	3	4 Colloquium Twenty-Six Vernacular Literature Song of Roland, laisse 1-177 (= Burgess trans. pp. 29-105)
7 Colloquium Twenty-Seven Vernacular Literature Song of Roland, laisse 178-298 (= Burgess trans. pp. 106-156)	8	9 Common Session Seven On Reason and Christianity Anselm, <i>Proslogion</i> 1.1-4, Gaunilo's Reply, and Anselm's Reply to Gaunilo† PAPER DUE	10	11 Colloquium Twenty-Eight Thomas Aquinas: On the Existence of God Selections from <i>Summa contra Gentiles</i> and <i>Summa Theologica</i> ; Sigmund trans., pp. 3-5 (l.8), 30-33 (Qu. 12), 61-64 (Qu. 12); E. Gilson, "The Christian Philosophy of St. Thomas Aquinas," Sigmund, pp. 126-131
14 Colloquium Twenty-Nine Thomas Aquinas: On Law and Ethics Thomas Aquinas, selections from <i>Summa Theologica</i> , Part II; Sigmund trans. pp. 44-54 (Qu. 95), 64-65 (Qu. 40, 42), 69 (Qu.64)-80	15	16 Colloquium Thirty Writing and Discussion Day	17	18 Colloquium Thirty-One Following the Classics to Hell Dante, <i>Inferno</i> , cantos 1-4
21 Colloquium Thirty-Two Violence and Betrayal Dante, <i>Inferno</i> , cantos 6-7, 31-34	22	23 Colloquium Thirty-Three Salvation and the End of the Semester <i>Purgatorio</i> , cantos 10-11; <i>Paradiso</i> , cantos 3, 33	24	25 URCAS
28 Final Exams Begin 1:00 Colloquia: Final Exam, 5:30 p.m.-8:00 p.m.	29	30		

†These items, including all documents in the *Reading Guide*, may be found on the SEARCH Moodle site (<http://moodle.rhodes.edu/moodle/>). To access the SEARCH Moodle site, students must first login from the regular login page of the Rhodes website. They can then enroll in Humanities 101 or Humanities 102 on Moodle.

MAY

MONDAY	TUE	WEDNESDAY	THU	FRIDAY
			1	2 11:00 Colloquia: Final Exam, 5:30 p.m.-8:00 p.m. Saturday, May 3 → Final Exams End
5	6	7	8	9