

TCORE 114-B
Winter 2016
TLB 109
M/W/F 11:00-12:20

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office hrs: M 12:45-1:45, W 10-10:45
OR BY APPOINTMENT

INTRODUCTION TO THE HUMANITIES: OF LOVE AND FREEDOM

History always constitutes the relation between a present and its past. Consequently fear of the present leads to mystification of the past.

John Berger (c. 1972)

The unexamined life is not worth living.

Plato (c. 400 BC)

Love, a classic American film proclaims, “is a many-splendored thing.” But, what is it? Why do civilizations have such mixed approaches to love, both restricting it and singing its praises? How do we love? Certainly, love, in some form, is a crucial aspect of the human experience. It begs for our understanding as we make our way in the world. Philosophers have proclaimed its wonders — and its dangers. Some, have held that the quest for love is a fundamental part of human flourishing, even a fundamental human right. Poets have sung of its glory — and its pain. Revolutionaries and patriots have been inspired by love and often have linked it to freedom. Priestesses and nuns have consecrated themselves in response to their love. This course, then, is an exploration of passion, reason, and the variegated, yet universal qualities of love and the yearning for freedom in the human experience. Our enquiry involves texts from various genres and origins and a variety of other materials. We read, observe, reflect, and, most importantly, engage with critical passion of our own.

The humanities, broadly construed, offer unique insight into the particularity and the universality of human experience and expression. This, however, requires of us an openness of mind because the values and modes of expression associated with particular periods and places may be offensive in others, including our own. Yet, this openness of mind will, I hope, provide us with unique rewards, not least of them a better understanding of our own minds and experiences.

This course examines a variety of texts and other materials. It aims to offer insight into values and modes of expression while offering systematic ways of thinking and critiquing them.

THE CORE

The Core program consists of a coordinated series of courses that represent the various disciplines at the University. This course, along with the others in your cohort, fulfills one of the university’s general education requirements in each of the areas of knowledge plus composition. While introducing you to relevant topics in the social sciences, humanities, and sciences, Core courses are designed to support and challenge you as you develop the critical thinking, writing,



research, and analytical skills you'll need at UWT. In general the Core is designed to correspond with the interdisciplinary values of UWT.

LEARNING OBJECTIVES

Broadly speaking, the Core aims to enhance the following skills and orientations in students:

- *Inquiry and Critical Thinking Processes:*
 - Gathering - Collect, evaluate, and analyze information and resources to solve problems or answer questions.
 - Synthesis and Context – Make meaningful connections among assignments and readings in order to develop a sense of the ‘big picture.’
- *Communication and Self-Expression:*
 - Analysis — Identify, analyze, and summarize / represent the key elements of a text
 - Argumentation – Formulate an original thesis-driven argument and sustain it in both written and verbal communication
 - Disciplinary Awareness – Place yourself into an existing dialogue (intellectual, political, etc.)
- *Global Perspective:*
 - Think outside of cultural norms & values, including their own perspectives, to critically engage the larger world

Students who complete this *Introduction to the Humanities* will:

- Develop and demonstrate an ability to analyze a text by applying a theoretical or aesthetic framework,
- demonstrate an ability to read literary, historical, and philosophical texts critically,
- demonstrate an ability to situate themselves in relation to a broader human context,
- synthesize and evaluate information through the application of knowledge and methods across different disciplines.
- develop proficiency in writing and critical thinking about theoretical and cultural issues,
- understand the complexity of the concepts and experiences of love and freedom.

TEXTS AND OTHER REQUIRED MATERIALS

Our readings and materials express the values and experiences of a variety of cultures and epochs. In order to understand them, we may have to get past our immediate reactions when these materials run counter to the norms and expectations of our own cultures or backgrounds.

Please note that some of our readings are translations of complex and very old texts. Different translations are likely to be very different. For this reason and because we will be discussing these texts in class, you *must* use and bring to class the *exact editions* I ordered through the University Bookstore or placed on the class Canvas site.

- Betty De Shong Meador, *Inanna, Lady Of Largest Heart : Poems Of The Sumerian High Priestess Enheduanna* (Austin, Tex.: University of Texas Press, 2009).
- Plato, *Symposium*, trans. Alexander Nehemas and Paul Woodruff (Indianapolis, Ind.: Hackett Publishers, 1989).
- Gabriel García Márquez, *Of Love and Other Demons*, trans. Edith Grossman (New York: Vintage International, 2008).
- Chimamanda Ngozi Adichie, *We Should All Be Feminists* (New York: Anchor Books, 2015).

Additional *required* materials include podcasts and texts available on line or via Canvas. Instructions for access appear in the course outline.

Please bring to class the required reading as assigned in the course outline below. When the reading is an on-line html file, please print it out and *number the paragraphs*.

DETAILS & POLICIES

Academic dishonesty: Academic dishonesty will be treated without mercy. You should be aware of the policies set out in the UW and UWT Student Code of Conduct. Given the nature of this class, plagiarism is a potential issue. To plagiarize is to use ideas—or unique phrasing of those ideas—without acknowledging that they originate from someone or someplace other than you. Attributing where you get your information builds your own authority to speak on that topic and provides valuable backing to the arguments you make. Attribution also distinguishes your ideas and words from those of others who came before you. You are strongly encouraged to seek guidance from faculty and the Teaching and Learning Center as soon as possible. For further information see <http://www.tacoma.uw.edu/sites/default/files/global/documents/library/plagiarism.pdf>.

Canvas: The only use we will make of *Canvas* is as a repository for files containing readings and the like. Canvas may be accessed via myuw or <https://apps.canvas.uw.edu/wayf>

e-mail: University policy requires that I only respond to your *emails* when they originate from your *UW email account* (i.e., your email address ends in @u.washington.edu or @uw.edu). There is a class LISTSERV (tc0re114b_wi16@uw.edu) which automatically includes all students enrolled in this class. You are responsible for materials or other information distributed via this list. If you choose to forward your email to a non-UW email address, you do so at your own risk.

Disabilities: The University of Washington Tacoma is committed to making physical facilities and instructional programs accessible to students with disabilities. Located in MAT 354, Disability Support Services (DSS), functions as the focal point for coordination of services for students with disabilities. If you have a physical, emotional, or mental disability that “substantially limits one or more major life activities [including walking, seeing, hearing, speaking, breathing, learning and working],” and will require accommodation in this class, please contact DSS at (253) 692-4522, email at dssuwt@uw.edu or visit www.tacoma.uw.edu/dss for assistance.

Inclement weather and other class cancellations: In general, you should assume that there is class and that assignments are due as scheduled. I recommend that you sign up for text alerts via <http://www.washington.edu/alert/index.php> . If there is any doubt, check the UWT website or call the University's information number, 253 383-INFO, or the IAS number, 253 692-4450. Also check your e-mail: if possible, I will post cancellations via our class discussion list. Of course, you should exercise your own best judgement about the safety of driving, etc.

Library: The UW boasts one of the world's top research libraries. Take advantage of it! The library provides resources and services to support students at all levels of expertise. They guide students through the research process, helping them learn how to develop effective research strategies and find and evaluate appropriate resources. For assistance or to schedule an appointment, visit the Reference Desk in the Library, email tacref@u.washington.edu or phone 253-692-4442. For more information about the Library and its services, go to www.tacoma.uw.edu/library or <http://www.lib.washington.edu/>. There are several ways of accessing and searching the UW libraries catalog. My favorite is http://alliance-primo.hosted.exlibrisgroup.com/primo_library/libweb/action/search.do?vid=UW .

The **Teaching and Learning Center** (TLC) offers free academic support for students at all levels. They offer one-on-one consultations and group workshops in writing, math, statistics, science, and Spanish. They also work with students on questions about English grammar & vocabulary, reading, and learning strategies, including *note taking*. They are located in Snoqualmie 260 and online. Schedules for appointments and drop-in visits are posted on the website at www.tacoma.uw.edu/tlc. For special needs or subject tutoring requests, please email uwteach@uw.edu or call (253) 692-4417.

The **Counseling Center** offers short-term, problem-focused counseling to UW Tacoma students who may feel overwhelmed by the responsibilities of college, work, family, and relationships. Counselors are available to help students cope with stresses and personal issues that may interfere with their ability to perform in school. The service is provided confidentially and without additional charge to currently enrolled undergraduate and graduate students. To schedule an appointment, please call 253-692-4522 or stop by the Student Counseling Center (SCC), located in MAT 253. Additional information can also be found by visiting <http://www.tacoma.uw.edu/counseling> .

Using electronic devices such as cell phones, tablets, and computers during class is disruptive and impolite. Please *turn them off* and put them away. Anyone using an unauthorized electronic device for any purpose will be asked to leave. Any beeping, lighting up, buzzing, etc., by an electronic device during a test or quiz constitutes *prima facie* evidence of academic dishonesty leading to forfeiture of the test or quiz. Computers (etc.) may only be used by special arrangement.

Schedule and assignment changes: I reserve the right to make changes in assignments and schedules. I will announce such changes in class and via the electronic discussion list. *You* are responsible for keeping informed.

Late or missing papers: Drafts and final essays are due in hard copy at the beginning of class. Late papers will be penalized at the rate of 5 points per calendar day of tardiness. Failure to submit a first draft for peer review will result in a penalty of 50% of the grade on your completed essay.

Grades: Grades will be assigned according to accepted University of Washington criteria. As you complete each task, you accumulate points toward your grade in this course. I will convert your scores to UW number grades according to the following scale:

Grade Conversions Scale

Letter equivalent	std grade		20% -Contribution -each essay -final	10% -peer responses -quizzes
A	4.0		80	40
		excellent work		
A-	3.7		74	37
B+	3.3		66	33
B	3.0	Good work	60	30
B-	2.7		54	27
C+	2.3		46	23
C	2.0	Average work	40	20
C-	1.7		34	17
D+	1.3		26	13
D	1.0	Acceptable	20	10
D-	0.7		14	7
E	0.0		0	0

COURSE REQUIREMENTS

Formally, the central goal of this course is to introduce students to the art and method of textual analysis and interpretation. Our particular focus this term will be on literary and

philosophical texts. While rich texts, such as the ones we will read, permit an almost infinite range of *valid* interpretations, be aware that there are *invalid* interpretations. We will aim to learn how to construct and *justify* our interpretations by engaging with our texts. Engaging with a text requires that we first read it, then discuss it, finally write about it. Our assignments aim to develop these skills.

Contribution to class discussion (20%): Classroom participation is very important in this course. Typically, you are expected to come to each class meeting having completed all the readings or other tasks assigned for that day and to be prepared for active participation in class discussions. There are two ways to get participation points. One is to engage in general discussions connected to the readings; another is to complete in-class exercises related to course themes and readings. Students must engage effectively in both areas to receive full points. I do not expect that you “fully understand,” a given text. Rather, I expect that you will bring real questions about them. (Hint: if you have no questions about one of our readings, then you have not understood it at all so you should read it again.)

Analytical and interpretive essays (40%— 20% each): You will construct two essays (4-6 pages) where you analyze and interpret some of our readings. I will give you more specific assignments one week before the first draft is due (see schedule below). On peer review day, you will bring enough copies of a *complete draft* (notes or an outline do *not* constitute a draft) so your assigned peers may give you feedback. The final version will be due *along with the peer reviews* you received on the date which appears in the course outline.

Peer reviews (10%): On peer review days, you will complete a form I will give you, providing meaningful and helpful critiques to your peers. While your responses should be respectful of your peers, their opinions and interpretations earn respect when they are well backed up by arguments and evidence, well-written, well presented. Your task is to help improve your peers’ essays.

Quizzes (10 %) on the readings and class discussion will be given *very* frequently. I will drop your lowest quiz grade. There will be *no make up* quizzes. You must bring at least one *4x6 index card* for each session of this class. Non-standard size and sticky (Post-it type) cards will *not* be accepted.

Final (20%): There will be a 35 minute long in-class on the date that appears below. I will discuss its specific format toward the middle of the term.

COURSE OUTLINE

January 4: Introduction: Mechanics and more

The Humanities

Jan. 6: • Martha Nussbaum, “Critical Faculties” *New Statesman* 139 (31 May 2010): 40-41, **Canvas**

Inquiry and Freedom

- Jan. 8: • Immanuel Kant, “What Is Enlightenment?”
<http://www.artoftheory.com/what-is-enlightenment-immanuel-kant/>

Love and the Divine

- Jan. 11: • “The Song of Songs” Kethuvim *Tanakh* (Philadelphia: Jewish Publication Society, 1985), **Canvas**

Interlude: Analyzing a Text

- Jan. 13: • hand-out

Love and the Divine (cont'd)

- Jan 15: • *Inanna*, ch. 2, 5.

Jan. 18: Martin Luther King Day, no class

- Jan. 20: • “Lady of the Largest Heart,” *Inanna*, 116-136, 139-147, 158-162.

- Jan. 22: • “The Exaltation of Inana,” *Inanna*, 168-180.

Jan. 25: Continued discussion of love and the divine

Toward a Philosophy of Love

- Jan 27: • Plato, *Symposium*, 1-44 (Plato questions Agathon)
• In Our Time (BBC 4) podcast available at:
<https://itunes.apple.com/us/podcast/platos-symposium/id463701671?i=358229032&mt=2> or
<http://www.bbc.co.uk/programmes/b03mhyzk>
• For 5 bonus points toward your final grade: e-mail me from your UW address one photo of an American Water Spaniel by 9 am today.

- Jan. 29: • Plato, *Symposium*, 45-end.

February 1: Continued discussion of *Symposium*

- Feb. 3: **Draft of Analytical essay due.** Make sure you bring enough copies for your peer reviewers.

- Feb. 5: • Martha Nussbaum on emotions and democracy read and watch
<https://www.opendemocracy.net/transformation/michael-edwards/political-emotions-of-martha-nussbaum>
<https://www.youtube.com/watch?v=anK8IPxwK0>

- Feb. 8: Continued discussion of Nussbaum, intro Freud
First Analytical essay. Make sure you hand in the critiques you received.

Civilization and Literature: An Argument

- Feb. 10: • Sigmund Freud, ch. 3 of *Civilization and Its Discontents*, trans. by James Strachey (New York: W. W. Norton and Co., 1961) **Canvas**

How to Be a Poet

- Feb. 12: • Arthur Rimbaud, “The Letter of the Seer,” (originally, 1871), at <https://rimbaudanalysis.wordpress.com/letters/>
Or <http://www.mag4.net/Rimbaud/DocumentsE1.html#Demeny>

Feb. 15: President’s Day, no class

The Poet of Love and Freedom

- Feb. 17: • Pablo Neruda, “Nobel Lecture” at: http://www.nobelprize.org/nobel_prizes/literature/laureates/1971/neruda-lecture.html

Feb. 19: • Neruda, poems **Canvas**

Feb. 22: Continued discussion of Neruda

Solitude and Love: Gabriel García Márquez

- Feb. 24: • García Márquez, “The Solitude of Latin America,” Nobel lecture at: http://www.nobelprize.org/nobel_prizes/literature/laureates/1982/marquez-lecture.html
• Open Book: Gabriel García Márquez, BBC-4 podcast at <https://itunes.apple.com/us/podcast/open-book-gabriel-garcia-marquez/id331296649?i=314367166&mt=2> or <http://www.bbc.co.uk/programmes/b045xz2y>

Feb. 26: • García Márquez, *Of Love and Other Demons*, xi, 4-61.

Feb. 29: (Leap day!) • *Of Love and Other Demons*, 62-117

March 2: • *Of Love*, 118-end

And more love

March 4: • Adichie, *We Should All Be Feminists*, all

March 7: **Draft of Analytical essay due.** Make sure you bring enough copies for your peer reviewers.

March 9: **TBA**

March 11: • Review and Conclusions
Second Analytical essay. Make sure you hand in the critiques you received.

March 16: **Final**