



16th c. Russian depiction of 8th c. development of Luke as Patron Saint of Artists

Honors (HON 1020) Foundations of Humanities: Ancient to Medieval

Prof. R. Kennedy, Office: Colt Hall 209, Office Phone: 619-849-2537, Office Hours: Before and after class is usually a good time. Unless some official business, I will be in my office MWF mornings and 1-2pm. I am usually in my office Tu and Thurs between 10am and 2pm. Call if you want to make sure I am in the office. Drop ins or appointments are welcome.

Prof. C. Blessing, Office Bond AC 115, Office Phone: 849-2652, Office Hours: TBA and by apt.

GE Mission Statement: PLNU provides a foundational course of study in the liberal arts informed by the life, death, and resurrection of Jesus Christ. In keeping with the Wesleyan tradition, the curriculum equips students with a broad range of knowledge and skills within and across disciplines to enrich major study, lifelong learning, and vocational service as Christ-like participants in the world's diverse societies and cultures.

The Foundations of the Humanities is an interdisciplinary, three-course sequence that examines the intellectual, political, literary, and artistic traditions that are essential to understanding the key ways human awareness and creativity have been encouraged in the West and the world, from ancient times until today.

Foundations I surveys the literary beginnings of humans trying to discern what is most important for human life and wisdom. Emphasis is on the creation of a West Asian, Eastern Mediterranean, Christian educational tradition that lead directly to the modern academic tradition of humanities.

No computers or electronic devices are allowed in class unless discussed with professor. The best research agrees that students learn better by taking notes by hand, not typing into a computer.

Required Books: A "4 unit class" means that for every hour in the classroom you spend around 2-3 hours studying. That means that this class expects 8-12 hours of homework a week. All books can be purchased in cheap, used, paperback form. You must bring books to be discussed to class. Book discussions are based on the page numbering of the printed editions listed below. (No electronic devices. We will be comparing passages and flipping back and forth in books looking at the relationship between passages.)

The Bible: Old and New Testament. Any printed, non-electronic, translation is okay.

Herodotus, The Histories, trans. Robin Waterfield (Oxford UP) 0192824252 Note that this edition is cheap and can be purchased used at <https://smile.amazon.com/Histories-Oxford-Worlds->

[Classics/dp/0199535663/ref=sr_1_6?crid=3GWBEUQKP03MM&keywords=herodotus+the+histories&qid=1561145871&s=books&sprefix=herodotus%2Cstripbooks%2C187&sr=1-6](https://smile.amazon.com/Classics/dp/0199535663/ref=sr_1_6?crid=3GWBEUQKP03MM&keywords=herodotus+the+histories&qid=1561145871&s=books&sprefix=herodotus%2Cstripbooks%2C187&sr=1-6)

Karen An-Hwei Lee, *Double Radiance: Poetry and Prose of Li Qingzhao* https://smile.amazon.com/Double-Radiance-Poetry-Prose-Qingzhao/dp/0933439156/ref=sr_1_1?keywords=Karen+An-Hwei+Lee%2C+Double+Radiance%3A+Poetry+and+Prose+of+Li+Qingzhao&qid=1561146265&s=books&sr=1-1

Bonaventure (three books in one volume in series: The Classics of Western Spirituality). Note that this edition is cheap and can be purchased used at https://smile.amazon.com/Bonaventure-Classics-Western-Spirituality-Paperback/dp/0809121212/ref=sr_1_1?crid=1442VW1HXRMFU&keywords=bonaventure+classics+of+western+spirituality&qid=1561146363&s=books&sprefix=bonaventure+classi%2Cstripbooks%2C174&sr=1-1

Robert Harris, *Imperium: A Novel of Ancient Rome* https://smile.amazon.com/Imperium-Novel-Ancient-Robert-Harris/dp/0743498666/ref=sr_1_2?keywords=Robert+Harris%2C+Imperium%3A+A+Novel+of+Ancient+Rome&qid=1561147262&s=books&sr=1-2

Rick Kennedy, *Jesus, History, and Mt. Darwin* https://smile.amazon.com/Jesus-History-Mt-Darwin-Excursion/dp/1556356552/ref=sr_1_1?keywords=Rick+Kennedy%2C+Jesus%2C+History%2C+and+Mt.+Darwin&qid=1561399585&s=books&sr=1-1

Bedford Anthology of World Literature (Compact) Ancient Medieval and Early Modern. https://www.amazon.com/Bedford-Anthology-World-Literature-Compact/dp/0312441533/ref=pd_lpo_sbs_14_img_0?encoding=UTF8&psc=1&refRID=3QS1JAK4QPRSBR9YYQ73

Required Bound Notebook (no ring binders) for Lectures, Reading, and Class Assignments—20% of class grade. Must bring to every class. **Notebooks must separate class notes from reading notes.** Reading notes must have citations to pages or sections. Notebooks will be part of class discussion and be reviewed by the professor at the time of the final.

Grading:

Attendance 25%, Class assignments 25%, Midterm Paper 25%, Final Paper 25%. (Lack of participation in class discussions can lower your grade up to one letter grade.)

Students are responsible for all emails sent by the professor to PLNU email addresses. Professor monitors and responds only to emails sent to rkennedy@pointloma.edu

The professor, in concert with “the people” of the class, has the right to adjust and revise this syllabus during the course.

The Beginnings of Scribal Culture

1. Intro to Class: Humans, Humanists, and modern academic Humanities, Social Science, Physical Science, and Life Science. Oral and Written Traditions. Wisdom, Beauty, Love, Peace, The Good, The Just, The True. What are other subjects we should discuss in a “foundations of the humanities” class? Foundational stories: Adam and Eve, Noah’s Family, Gilgamesh, Daedalus, Theseus, others?

Writing Assignment: 5 pages, 11pt font, double-spaced. Chicago-Style Footnotes. You will turn in papers as well as read them to the class.

Throughout the paper using at least 5 examples from various readings assigned in this class and in Honors 100, write on what a modern student in humanities learns from ancient readings that concern one of these topics (or another topic approved by professor). Paper will be graded on the quality of thinking and the broad use of evidence from our books and class discussions. (No more than 2 students per subject)

1. Gender roles
2. Marriage and Family.
3. Humility and Pride.
4. Scribal Culture—literature, history, poetry, prose.
5. Wisdom and Foolishness
6. Freedom and Oppression
7. Relationships between humans and divine beings.
8. Leadership and The Good Ruler.
9. Types of Happiness.
10. Fate and Destiny.
11. Reason, Rationality, and Reasonableness.
12. Reliable and Unreliable History.
13. Human Sin, Evil, and Fallibility
14. The Beautiful
15. The Good

2. The Pilgrim Family/Household: Modern Individualism and Ancient Households. The family/household of Abraham & Sarah (and Hagar), their Travels, Relationships, Decisions, Character, and Memory. Easily the most influential biography/family-ography in history. Ancient Literature-History. How does the text give confidence to reader of it being reliable history? Discuss Genesis chapters 11-35.

Notebook/Canvas Assignment (cite chapters verses for reference):

Draw freehand Map showing most important places in the text.

Draw a family tree of the most important characters in the text and write a short note of each person's role and character.

Speculate: Why is buying the tomb at Hebron such a big deal? What happens at the tomb?

Melchizedek is important for later in the course: What happens between him and Abraham?

3. Polytheism and Human-Divine Relationships: Discuss *Epic of Gilgamesh* pp. 48-77 and Hesiod's *Theogony* pp. 162-165 in Bedford Anthology

Notebook/Canvas Assignment:

Cite three passages you think important that we should discuss in class.

4. The Greek Heroic Epic: Read *The Odyssey* books 9-13 and 17-22 in the Bedford Anthology

Notebook/Canvas Assignment:

Cite three passages you think important that we should discuss in class.

5. The Less than Heroic, Scribal Culture and Scholar Bureaucrats in the Persian Empire: Importance of writing and its role in the foundation of humanities. The Babylonian to Persian Empire. Daniel and Ezra as Scholar-Bureaucrats. Stories of good government, public happiness, gendered unhappiness, and ethnic toleration. The Persian Empire and the "First Declaration of Human Rights." What is the Book of Esther? Discuss Daniel 1 & 6, Ezra 1, 4-6, and the whole book of Esther.

Notebook/Canvas Assignment:

Describe quickly the story of Daniel's education—cite verse numbers.

Why don't Darius or Artaxerxes stop the rebuilding of the temple and city of Jerusalem? Cite verse numbers.

Give a short outline of the story reported in Esther. Cite verse numbers.

6. Herodotus' Inquires, Stories, Digressions, Perspectives, and Concern for Sources and Audience: Human Happiness, Freedom, Justice, and the Greek reputation for intelligence and wisdom. Discuss Herodotus Bk 1: sections 1-95. *For Discussion: Both similes and metaphors are kinds of analogies. ... However, while an analogy might compare parts of two objects, by definition it does not tell a story. An allegory, on the other hand, does exactly that. It tells a story.*

Notebook/Canvas Assignment:

In the first paragraph of Herodotus, for what 3 reasons does he write?
 What do you think is the moral of the story of Arion and the Dolphin?
 How does the story of Pisistratus show that the Athenians are not that smart?
 How does Herodotus show that the Lacedaemonians (the Spartans) are not that smart?
 How does Solon show he is wise?

7. Biography of Cyrus. Destiny? Fate? Purpose-driven life? Teleology. Wisdom and Lack of Wisdom in Cyrus. Deioces, Harpagus, Nitocris, and Tomyris. Freedom and Human Flourishing. Herodotus and source of Cyrus' "First Declaration of Human Rights." Discuss Isaiah 44:24-45:13 and Herodotus bk 1, sections 95-216.

Notebook/Canvas Assignment:

Give a quick outline of Cyrus life.
 What wisdom does Croesus give Cyrus?
 What does Nitocris do in Babylon?
 Why is Tomyris so important?

8. Antiquity in Africa: *Black Athena* and the Post-Modern challenge to Germanic veneration of Greece in the Humanities. Herodotus on Egyptian Rationalism, Culture, and Geography's relationship to People. Read Herodotus bk 2.

Notebook/Canvas Assignment

In your opinion, what is the most outrageous thing Herodotus reports about the Egyptians.
 Give three examples of Greeks learning from Egyptians.
 Huge pyramids are evidence of what for Herodotus?

9. Atossa & Darius, the Running of an Empire, and Magnificent 7: Deception, Tyranny, Political Power, and Good Government. Contentment, and Pillowtalk. Cambyses, the Magi, Otanes and Phaidime. Discuss Herodotus, bk 3.

Notebook/Canvas Assignment:

Give a short description of how Darius comes to power.
 Give examples of Atossa's importance.
 Give an example of Darius avoiding a battle, but Atossa encouraging Darius to go to war.
 What does Herodotus say about the Persian reverence for writing and the importance of scribal work?

10. Darius, Amazons, Atossa and Xerxes, and Artemesia an Xerxes

Discuss Herodotus bk. 4, sections 36-45, 110-116, bk. 7, 1-19, bk 8: 66-103, bk. 9: 122.

Notebook/Canvas Assignment

Give a short outline of the Amazon story.
 Give a short description of Artemesia's relationship with Xerxes.

11. Conflicting Virtues/Values/Gendered Issues—*polis v. oikos*

Discuss Sophocles' *Antigone* and handout for Sappho.

Notebook/Canvas Assignment

Note in your notebooks comparisons between ancient narratives of Genesis, Herodotus, and Homer. Note specifically situations of hospitality, courage, and faithfulness

12. Jewish Prophets, Philosophers, and Greco-Roman Philosophy: Heraclitus, Zeno, Pythagoras, Socrates and Plato on the Edge of the Persian Empire. Discuss Handout: selections from Plato “The Symposium” and Shadi Bartsch, “Eros and the Roman Philosopher.”

Notebook/Canvas Assignment:

In the readings, two women, Diotima and Shadi Bartsch, discuss the sexual foundations of classical philosophy. If you find the reading troubling, you are not required to finish or write anything. On the other hand, this gives good context for Biblical writings about sex and marriage during the same era. Feel free to note specific quotes that we should talk about in class.

13. Aristotle’s *Politics*. Household and State, The Good and Middle Life, Liberal Arts Education. Discuss Handout with selections from *Politics*.

Notebook/Canvas Assignment:

Write down an important quote for each of the following: the Goal of a State, Slavery, the Family, Making Money, Popular Sovereignty, the importance of the Middle Class, and the curriculum of Public Education.

14. Oral Presentations of Writing Assignment.

15. Oral Presentations of Writing Assignment.

East and South Asian Foundations to Humanities

16. Confucius, Laozi, and the Buddha: Confucius and Confucianism, Buddha and Buddhism, Dao (ism), and Dharma. Family, Discuss “Evangelicals and Zen Masters” by Matthew J. Milliner.

Notebook/Canvas Assignment:

Watch video on Confucius. Write a short statement about what you found most interesting in the Milliner article.

17. Discussion about East Asian Thought with Karen An-Hwei Lee. Discuss her translation: *Double Radiance: Poetry and Prose of Li Qingzhao*

Notebook/Canvas Assignment:

Read : *Double Radiance: Poetry and Prose of Li Qingzhao*, write down 10 different lines from the book that you think we should discuss in class.

The Role of Christianity and Latin West in the Foundation of Humanities

18. Rome and *The Aeneid*, Individual Desire and Public Duty

Discuss (Books 1-6) pp. 809-884 in the Bedford Anthology

Notebook/Canvas Assignment:

Cite five passages from the reading that will make for a good and important discussion in class.

19. Cicero, Tiro, and Roman Ideals of Good Life, Scholarship, Citizenship, Friendship, Gender, Slavery, and Freedom. Sabines, Brutus, Lucretia, Cicero, and Julius Caesar. Discuss Robert Harris, *Imperium: A Novel of Ancient Rome* pt. 1. (pp. 1-151)

Notebook/Canvas Assignment:

From the novel, *Imperium*, give quotes and page numbers of significant passages important passages on Good Life, Scholarship, Citizenship, Gender, Slavery, and Freedom

Assignment of Final Paper:

Writing Assignment: 5 pages, 11pt font, double-spaced. Chicago-Style Footnotes. You will turn in your paper as well as present is orally to the class. Using various properly footnoted examples and quotes from our reading assigned in this class and in Honors 100 **since the last paper assignment**, write on two of the topics listed below (or another topic approved by professor). Paper will be graded on the quality of thinking and the broad use of evidence from our books and class discussions.

The Roman and Christian role in the Foundation of the Humanities: (limit of 3 student in a category)

- in art, architecture, and literature
- in philosophy and theology
- in historical thought and method
- in humility, friendship, and love
- in education and curriculum
- in politics, citizenship, church
- in family, households, marriage

20. Cicero, Tiro, and Roman Ideals of Good Life, Scholarship, Citizenship, Gender, Slavery, and Freedom. Caesar Augustus, Livia, Mark Antony, Cleopatra, and the Fall of Cicero and the Republican Ideal. Discuss Robert Harris, *Imperium: A Novel of Ancient Rome* pt. 2 (pp. 151-305)

Notebook/Canvas Assignment:

From the novel, *Imperium*, give quotes and page numbers of significant passages important passages on Good Life, Scholarship, Citizenship, Gender, Slavery, and Freedom

21. Alexandria, Ancient Libraries, Scholar-Bishops: Eusebius and Augustine: Discuss handouts Augustine, "On Christian Doctrine," Rick Kennedy, "Educating Bees: Humility as a Craft in Classical and Christian Liberal Arts," and Jerry Andrews, "Grace and Theological Friendships: Augustine."

Notebook/Canvas Assignment:

Give a short description of the four steps outlined in the article on Bees and four of the most important characteristics of Christian friendship and scholarship that we should discuss in class. Cite quotes and page numbers.

22. Typology, Analogy, Metaphor, Parable, Poetry, and Time in the New Testament: Abraham, Sarah, and Hagar, Moses, Temple: Building and Body, Two Gardens, Tree & Cross, Eve and Mary. Read from New Testament John 2:12-3:21, John 5: 31-47, Acts 1 & 2, Romans 4, Galatians 4, Hebrews 7, and 2 Timothy 3: 14-17.

Notebook/Canvas Assignment:

Write down in your notebook, citing book, chapter, and verse the most striking analogies, metaphors, and odd uses of history that you see. For example, in John 5: 46 it says Moses wrote about Jesus.

23. Christian Art, Architecture, Sacraments, and Marriage: St. Helen. Roman Basilica to Cruciform Gothic. The Towers of Notre Dame. Development of Sacraments and Sacramental Thought. Marriage as Love and Sacred. Discuss *Song of Solomon (Song of Songs)* chap. 8, *Hosea* 3, *John* 3: 1-21, *Ephesians* 5: 22-33, *Bonaventure* pp. 119-

129, and Handouts on RH Dana describing the marriage in Santa Barbara in *Two Years Before the Mast*, and N.T. Wright on Marriage

Notebook/Canvas Assignment:

Write in your notebooks a short list of analogies, metaphors, and layers of meaning (citing source) for marriage that you see in your reading of *Song of Solomon (Song of Songs)* chap. 8 *Hosea* 3, John 3: 1-21, *Ephesians* 5: 22-33, The N.T. Wright essay on marriage, and RH Dana describing the marriage in Santa Barbara in *Two Years Before the Mast*.

24. Courtly Love and The Troubadours

Discuss: *The Bedford Anthology*, read pages 1323-1327 (*Marie de France's bio and "The Lay of Chevrefoil,"* plus pp. 1411-1418 (stop here), the French portion of "Andalusian and European Love Lyrics." Also read an on-line resource, Marie de France "*Lanval*," a tale of the Arthurian Court that involves a fairy-woman at this site: <http://users.clas.ufl.edu/jshoaf/marie/lanval.pdf>.

Also bring in the lyrics of your favorite love song that is about suffering for love and/or a love triangle!

Notebook/Canvas Assignment:

Cite three passages you think important that we should discuss in class.

25. Jacob's Ladder, Mind and Culture in the Christian Middle Ages

Read *Bonaventure* "Introduction" pp. 1-57 and "The Soul's Journey into God" pp. 59-116

Notebook/Canvas Assignment:

Paraphrase—use your own words—to rewrite Bonaventure's invitation to prayer on pp. 55-56.

26. St. Francis of Assisi, Missionaries in the World, Creation Care

Read *Bonaventure* "The Life of St. Francis"

Notebook/Canvas Assignment:

Write a list of 5 words that describe St. Francis and give a citation from the book that illustrates each of the 5 words.

27. Julian of Norwich and Dante:

Read from <http://www.ccel.org/ccel/julian/revelations.toc.html> (Links to an external site.)

Chapters I-V, LVIII-LXIII, and LXXX-LXXXVI,

and *Bedford Anthology* the material on Dante and *The Inferno*, pp. 1460-1478 and 1614-1619, as well as this excerpt from the ending of *Paradiso*--

https://www.poetryintranslation.com/PITBR/Italian/DantPar29to33.php#anchor_Toc64100040 (Links to an external site.)

Focus on the idea of visions as communication with God and a way to communicate the Divine with others. In what ways do Julian and Dante each see God, sin, and Divine Love?

Notebook/Canvas Assignment:

Cite three passages you think important that we should discuss in class.

28. Humanities and Natural Sciences, History and Natural History. Modern university methods. Epistemologies. Experiments, Models, Testimony. Discuss Rick Kennedy, *Jesus, History, and Mt. Darwin*.

29. Oral Presentation of Final Paper:

Final Examination Policy

Successful completion of this class requires doing the final examination **on its scheduled day**. No requests for

early examinations or alternative days will be approved. Final times are set and regulated by the administration, not by the professor. If you need to change a final time, you must talk to the Dean, Dr. Jim Daichendt or Vice Provost, Dr. Holly Irwin.

PLNU Copyright Policy

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU Academic Honesty Policy

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the University Catalog. See Academic Policies for definitions of academic dishonesty and for further policy information.

PLNU Academic Accommodations Policy

If you have a diagnosed disability, please contact PLNU's Disability Resource Center (DRC) within the first two weeks of class to demonstrate need and to register for accommodation by phone at 619-849-2486 or by e-mail at DRC@pointloma.edu. See Disability Resource Center for additional information.

PLNU Attendance and Participation Policy

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See Academic Policies in the Undergraduate Academic Catalog.

PLNU Mission To Teach – To Shape – To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modelled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.