



## ENGL 2150

**Division:** Humanities

**Department:** English

**Course:** ENGL 2150

**Title:** Intellectual Traditions of the West I

**Catalog Description:**

This course is an interdisciplinary, in-depth exploration of the philosophy, literature, art and culture during the Ancient, Medieval, and Renaissance periods in the western world, with an emphasis on reading entire seminal works in the history of western culture and scientific thought. It fulfills a Humanities or Fine Arts general education requirement. It is open to all students and fills a requirement in the honors program.

**General Education Requirements:** Humanities

**Semesters Offered:** Fall

**Credit/Time Requirement:** Credit: 3; Lecture: 3; Lab: 0

**Clock/Hour Requirements:** 0

**Offered for Non-Credit:** No

**Prerequisites:** English 1010

**Justification:**

Students in this class will learn about the foundations of intellectual and scientific thought established during the Ancient, Medieval, and Renaissance periods in the Mediterranean region and in Europe. The course is designed for students in letters and sciences who intend to transfer to a four-year institution to complete BA or BS degrees. It is strongly recommended for English majors and fills a requirement in the Honors Program. This course is a lower-division course in most colleges and universities and is needed at Snow College to fulfill its mission as a transfer institution with an emphasis on excellence in teaching. Although not a majors class, the class prepares students for advanced degrees at one of Utah's four-year universities and for honors programs.

**Student Learning Outcomes:**

Students will learn the basic values expressed in the Ancient, Medieval, and Renaissance periods. Students will leave with a basic understanding of the aesthetic principles found in such forms as art, music, literature and architecture. Students will be able to critique these principles and communicate their understanding of literary and artistic themes in written assignments. Students will respond with greater sensitivity to the aesthetic works and themes of the periods. Students will be able to recognize the contributions of these periods to the modern world.

**Content:**

Precise content may vary based on the texts adopted and the individual preference of the instructor, but would include entire works or selections from the works of writers living in and around the Mediterranean and in Europe from approximately 1200 B.C.E. to 1650 C. E. Works that are likely to be assigned are as follows:

- Homer, *The Iliad*
- Herodotus, selections from *The History of the Persian Wars*
- Sophocles, *Oedipus*
- "Genesis"
- Job
- Plato, "The Apology," "Phaedo"
- Catullus, selected poems
- Virgil, *The Aeneid*
- Augustine, selections from *Confessions, The City of God*
- *Everyman*
- Dante, *The Inferno*

Students will examine such themes as the characteristics of civilization and the theory and practice of early governments; they will read the literature in the context of these themes. Students will also examine the ways the ideas of these periods impact life today.

### **General Education Outcomes:**

1) Read effectively, constructively, and critically.

Students will read and discuss primary texts, art and architecture of each of the periods. Discussion questions are designed to elicit more constructive and critical responses. For instance, students might be asked if *The Iliad* is a pro- or anti-war document.

2) Write clearly, informatively, and persuasively.

Each student will write at least one essay that demonstrates the validity of a thesis and a knowledge of rhetorical theory. Each essay will be returned with suggestions for improving the student's writing skills. For instance, students might be asked to write an essay demonstrating the use of the Socratic method.

5) Apply a cultural and historical awareness to a variety of phenomena.

Class discussions will lead students to consider the texts in a variety of cultural contexts. For instance, at the conclusion of the course students will be able to recognize memorial art, identify its philosophical origins in the ancient world, and identify memorial art on campus. Students will be able to communicate philosophic and aesthetic concepts in written and oral presentations. Students will leave the class with a greater interest in the cultural opportunities by such institutions as schools, museums, theaters and churches. Students will be able to explain their function in a community.

9) Respond with informed sensitivity to an artistic work or experience.

Each student will discuss and/or critique a variety of artistic works and identify their shared values. For instance, students will become acquainted with such things as ancient temples and tie the buildings to temple literature--the Oracle of Delphi to *Oedipus*, say.

### **Key Performance Indicators:**

- 10-12 quizzes (approximately 20-30%)
- 2-3 examinations (approximately 25-40%)
- 2 papers (approximately 25-40%)

See Contents above.

**Optimum Class Size: 15**

**Maximum Class Size: 22**

**Signatures:**

I hereby submit this course syllabus:

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Melanie Jenkins, MA, Associate Professor

I hereby find this course consistent with the goals and resources of the English Department:

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Melanie Jenkins, MA, Associate Professor, Chair

I hereby find this course consistent with the goals and resources of the Humanities Division:

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Sheryl James Bodrero, PhD, Associate Professor, Dean

I have discussed the need for library resources related to this class with the person submitting the syllabus:

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Lynn Anderson, MLIS, Technical Services Librarian (Main Campus)

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Michelle Olsen, MLS, Campus Librarian (Richfield Campus)