

St Jerome's University
Great Dialogues:
Human Sciences 101: Reflection & Action
Dr John Greenwood
Office Hours: SJU 2112 - Tues, Thurs 11:30-12:20pm or by appt
Fall 2021

Week	Text & Lecture & Discussion	
I	Sept 9	Homer: <i>The Odyssey</i> (A)
II	14	
	16*	
III	21	Lecture: Sin & Guilt (I): <i>Oedipus Rex</i>
	23	Sin & Guilt (II): <i>Genesis 3: The Garden of Eden</i>
IV	28	Plato: <i>The Symposium</i> (R)
	30	
V	Oct 5*	
	7	Film: 'The Drinking Party' b/w 40min BBC 1968 - READING WEEK- Oct 9th-17th -
VI	19	<u>Guest Lecture</u> : Classical Reflection & Action (Antigone) - ESSAY #1 DUE -
VII	21	Augustine: <i>Confessions</i> (R)
	26	
	28	<i>Gospel According to Matthew</i> (A)
VIII	Nov 2	Discussion: Classical & Christian Love
IX	4	<u>Guest Lecture</u> : Christian Reflection & Action (Augustine)
	9	Descartes: <i>A Discourse on the Method</i> (R)
X	11	
	16	Arendt: <i>Eichmann in Jerusalem</i> (A)
XI	18	Film: 'The Specialist'
	23	
XII	25*	
	30	Film: 'Conspiracy'
XIII	Dec 2	Lecture: Sins & Virtues: Aristotle, Thomas, Dante
	7	Review & Conclusions - ESSAY #2 DUE -
	Dec 10-23	Final Exam Period

*in-class written assignment

Core Texts:

Homer: *The Odyssey* (Penguin) ISBN 9780140449112

Augustine: *Confessions* (Penguin) ISBN 014044114X

Descartes: *A Discourse on the Method* (Penguin) ISBN 9780140446999

Arendt: *Eichmann in Jerusalem* (Penguin) ISBN 0143039881

Plato: *The Symposium* (Penguin) ISBN 0140446168

The Gospel According to Matthew (RSV)

Reading the Humanities: How I Lost My Modernity (Rock's Mills) 9781772440324

Outline

Courses in Human Sciences aim to initiate and develop 'dialogues' about fundamental ideas in western culture, aiding students in deciphering, analyzing and synthesizing some of the 'great' voices from the past that continue to be relevant to our life and society. The dialogues fostered by these courses interact with the text, with the teacher, with other students, with other texts, with history, and with other points of view, and are designed to enrich students' intellectual grasp of a background of ideas against which they live their lives and pursue their careers.

The intent of 'dialogue' is to privilege intellectual freedom and nurture independent thought, intelligent argument, informed morality, ethical consciousness, and clarity of expression in speaking and writing in the context of an objective as well as a self-reflective frame of mind. Active participation in dialogue will encourage ownership of points of view while sharpening an awareness of competing or conflicting lines of argument, and help prepare students for life as thoughtful citizens of the modern world.

Format

The lecture and discussion sequence begins in the classical world with the wellspring of western literature and the dawn of western culture. Each subsequent text further engages the dialogue begun between reflection and action while enriching and expanding its intellectual context. The two main streams of western thought, classical and christian, interact in relation to the main dialogue. To the core texts, which represent four historical components of western cultural experience - ancient, medieval, renaissance, modern - are added shorter supplementary texts that further illuminate key course themes.

Evaluation

Four brief in-class written assignments (20 minutes) will allow students to take argumentative positions on issues discussed in class and engage a written dialogue with the instructor to complement class discussion. These assignments are ungraded - submitting them at the end of class constitutes fulfillment of this requirement. Each is credited towards the final course grade. Students may use anything generated by these exercises - writing, comments, quotations, class notes, etc - as a basis or springboard for the longer essay assignments as they wish.

Two term essays 8 pages in length (2000 words) on topics proposed by the student and are due on the dates shown on the course syllabus. Essays are submitted on or before the due date at class or in the essay drop box. Electronic submissions are *not* accepted.

A final exam composed of both brief point form identifications as well as short and long essay answer questions will cover *all* required course reading.

Four in-class written assignments (4 X 5%) - Total 20%

Essay #1: 25%, Essay #2: 25% - Total 50%

Final Exam: 30%

Course Objectives

1. A recognition of the ethical implications of reflection & action
2. An engagement with issues raised in core texts
3. An understanding of the nature of argument
4. A written sustained response to an author's argument
(i.e. a position defended with evidence)
5. An appreciation for otherness & alternative perspectives in the texts

Policy on Late Submissions

Essay due dates as shown in the syllabus are for the convenience of both the student, in submitting the work, and the professor, in grading and remarking on it in a useful, progressive and timely fashion. No 'late penalties' apply, but 'on time' submissions earn the privilege of revision and resubmission for a revised grade with the benefit of the professor's remarks and guidance.

Policy on Missed In-class Participation Assignments

Missed written in-class participation assignments may be completed at another class, but at the risk of distraction from other scheduled class activities.

UW Policy Regarding Illness and Missed Tests

The University of Waterloo Examination Regulations

(www.registrar.uwaterloo.ca/exams/ExamRegs.pdf) state that:

A medical certificate presented in support of an official petition for relief from normal academic requirements must provide all of the information requested on the 'University of Waterloo verification of Illness' form or it will not be accepted. This form can be obtained from health Services or at

www.healthservices.uwaterloo.ca/Health_Services/verification.html

If a student has a test/examination deferred due to acceptable medical evidence, he or she normally will write the test/examination at a mutually convenient time, to be determined by the course instructor.

The University acknowledges that, due to the pluralistic nature of the university community, some students may on religious grounds require alternative times to write tests and examinations. Elective travel arrangements (such as travel plans) are not considered acceptable grounds for granting an alternative examination time.

Other Information

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo and its Federated and Affiliated Colleges are expected to promote honesty, trust, fairness, respect and responsibility.

Discipline: All students registered in courses at St Jerome's University are expected to know what constitutes academic integrity, to avoid committing academic offenses, and to take responsibility for their actions. A student who is unsure whether an action constitutes an offense, or who needs help in learning how to avoid offenses (e.g. plagiarism, cheating) or about 'rules' for group work or collaboration should seek guidance from the course professor, academic advisor, or the Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under St Jerome's University Academic Discipline Policy and UW Policy 71 - Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline, <http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71>.

Grievance: A student who believes that a decision affecting some aspect of his or her university life has been unfair or unreasonable may have grounds for initiating a grievance. In such a case, contact the St Jerome's University Grievance Officer.

Appeals: A student may appeal the finding or penalty in a decision made under St Jerome's University Academic Discipline Policy or Grievance Policy if a ground for an appeal can be established. In such a case, contact the St Jerome's University Appeals Officer.

Academic Integrity website (Arts):

http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html

Academic Integrity Office (UW) <http://uwaterloo.ca/academic-integrity/>

Note for students with disabilities: The AccessAbility Services (AS) Office, located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS Office at the beginning of each academic term.

Turnitin.com: Plagiarism detection software (Turnitin) will be used to screen assignments in this course. This is being done to verify that use of all material and sources in assignments is documented. In the first week of the term, details will be provided about the arrangements for the use of Turnitin in this course.

Note: Students must be given a reasonable option if they do not want to have their assignment screened by Turnitin. See <http://uwaterloo.ca/academic-integrity/integrity-waterloo-faculty/turnitin-waterloo> for more information.

Contingency Plan

In the event of university in-person course cancellations, course communication, including student consultations and comments on assignments, will continue via email, with weekly lecture notes delivered to each student, and the final exam offered as a take home assignment in the final exam period. Both the short writing assignments for participation marks, and term essay assignments outlined on the course syllabus, will be submitted to the professor as email attachments at times indicated on the syllabus.

Great Dialogues I & II & III & IV
HUMSC 101 & 102 & 201 & 301
Course Descriptions

Great Dialogues I: Reflection & Action
HUMSC 101

What is the relationship between thinking and action? Do they pull us in different directions? Can they be integrated? This course investigates how our own dialogue with core texts from antiquity (e.g. Homer, Plato, Christian scriptures) to the present (e.g. Descartes, Arendt) offers ways of understanding the dilemmas and issues raised by these texts and present in our culture and in ourselves.

No Special Consent Required

Great Dialogues II: Politics & Morality
HUMSC 102

What is the relationship between politics and morality? Are they opposites? Can they be integrated? This course investigates how our own dialogue with core texts from the Renaissance to the present (e.g. Machiavelli, Shakespeare, Freud, Conrad, Arendt) offers ways of thinking through the dilemmas and issues raised by these texts and present in our culture and in ourselves.

No Special Consent Required

Great Dialogues III: Reason and Faith
HUMSC 201

What is the nature of, and relationship between, reason and faith? Does this fundamental distinction lead to other distinctions such as those between explanation and revelation, the rational and the intuitive? What impact do such modes of thought have on notions such as providence, perception and truth? What comparisons and contrasts can be drawn between each mode and prevailing modern perspectives? This course investigates how a dialogue with core texts (e.g. Boethius, Aquinas, Dante, Bacon, Milton, Descartes, Hume, Austen) offers ways of understanding these issues.

Prereq: Level at least 2A.

Great Dialogues IV: The Sacred and the Profane
HUMSC 301

What is the nature of and relationship between the sacred and the profane? This course will examine diverse manifestations of the sacred and the profane by emphasizing the nature of their interaction and the impact on our understanding of contemporary human civilization. A dialogical method in exploring these ideas will be encouraged. Areas to be investigated include space, time, ritual, culture, morality, life and death. The readings will be taken from core texts spanning a wide variety of fields and authors (e.g. Eliade, Wittgenstein, Heidegger, Pieper, Charles Taylor, Mary Douglas, etc.)

Prereq: Level at least 3A or one of HUMSC 101, HUMSC 102, HUMSC 201