Literary Humanities, Fall 2010, Section 46
Hamilton 609, Tuesday and Thursday, 2:10–4:00 p.m.
Edward Mendelson, em36@columbia.edu
Office hours: 614 Philosophy; Tuesday, 1–2 p.m.; Thursday, 4–6 p.m.

Sept. 7, 9 Homer, *The Iliad*, tr. Fitzgerald (Farrar, Straus) (*not* the Lattimore translation used by other sections!)

Sept. 14, 16 *The Iliad* (continued); Hymn to Demeter (*Hymnic Hymns*, Johns Hopkins)

First one-paragraph writing assignment due Sept. 21

Sept. 21, 23 *Gilgamesh* (Penguin); Homer, *The Odyssey*, tr. Fitzgerald (Farrar, Straus) (*not* the Lattimore translation of *The Odyssey* used by other sections!)

Sept. 28, 30 *The Odyssey* (continued); Herodotus, *Histories* (Oxford)

Herodotus: Book I: ch. 1-140; 178-216 (pp. 3-64; 78-94); Bk. II: ch. 1-5; 33-51; 85-90; 112-20 (pp. 95-97; 108-16; 126-28; 137-41); Book III: ch. 1-38; 61-88 (pp. 169-86; 195-208); Book VII: ch. 1-60; 100-152; 187-239 (pp. 404-29; 438-57; 470-88); Book VIII: ch. 111-12; 140-44 (pp. 526-37; 536-40); Book IX: ch. 120-22 (pp. 588-90)

Second one-paragraph writing assignment due Oct. 5

Oct. 5, 7 Aeschylus, *Oresteia* (Chicago)

Oct. 12, 14 Sophocles, *Oedipus* (in *Sophocles I*, Chicago); Euripides, *The Bacchae* (in *Euripides V*, Chicago) (*not* Euripides’ *Medea*, which is assigned to other sections!)


Readings from Thucydides: Book I: pp. 35-87; 118-23; Book II: 124-173; Book III: 194-245; Book V: 400-408; Book VI: 414-429, 447-49, 465-70; Book VII: 525-537

First paper due Oct. 26

Oct. 26, 28 Thucydides (continued); Aristophanes, *The Frogs* (in *Frogs and Other Plays*, Penguin) (*not* *Lysistrata*, which is assigned to other sections!)

Nov. 4 Plato, *Symposium* (Hackett)

Nov. 9, 11 Plato, *Symposium* (continued); *Genesis*

Nov. 16, 18 The Bible: *Genesis* (continued), *Job*

Nov. 23 The Bible: *Luke*

Nov. 30, Dec. 2 The Bible: *Luke* (continued), *John*

Second paper due Dec. 2

Dec. 7, 9 The Bible: *John* (continued), Romans, Galatians (*Romans* and *Galatians* are additions to the standard syllabus)

Very important: Read the note on the next page about the special reading list used by this section!
Note on the reading list: This section uses a slightly different reading list from the standard Literary Humanities reading list; we use four books that are different from those in the standard set. The four books can all be found at BookCulture on 112th Street; ask the staff for the books for my section of Lit. Hum. These are the differences between our list and the standard list:

Iliad: We read the moving and exciting translation by Robert Fitzgerald, published by Farrar, Straus; not the boring translation by Richmond Lattimore.

Odyssey: We read the moving and exciting translation by Robert Fitzgerald, published by Farrar, Straus; not the boring translation by Richmond Lattimore.

Euripides: We read his most disturbing play, Bacchae (in the volume Euripides V, published by the University of Chicago Press), not his Medea.

Aristophanes: We read his complex and unsettling Frogs (in Frogs and Other Plays, published by Penguin), not his light-comedy Lysistrata.

The Bible: In addition to the standard readings, we also read Paul’s letters to the Romans and to the Galatians, and a few other excerpts.

Requirements: Two one-paragraph writing assignments, two essays and a one-hour final exam ( anyone who needs extra time for medical reasons may have two hours to complete the exam); attendance at every class.

One-paragraph writing assignments: See the description of the two essays below; in the one-paragraph assignment, you should write only the opening paragraph of a longer essay that would be (if you actually wrote it) on the same model as the essay assignment.

Essays: 1,000 to 1,500 words; anything essay longer than 1,500 words will get a grade of F. Each essay must begin (immediately below the title) with a very brief epigraph from one of the works on the syllabus; the opening sentence or sentences of the essay must directly interpret the words of the epigraph; do not begin with the generalizing fluff and blather that your high-school teachers encouraged you to write. The rest of the paper must work outward from your opening sentences to an interpretation of a larger part of the book or the book as a whole. Your paper must show that you can connect the details of a book to its overall meaning and design.

Absolutely no laptops, iPads, tablets, cell phones, messaging devices, personal information managers, digital assistants, iPods, MP3 players, CD players, video players, game devices, satellite or other radios, portable televisions, still cameras, video cameras, sound recorders, headphones, virtual-reality headsets, or global positioning devices; absolutely no electronic devices of any kind unless required for medical reasons. No texting. Silent wristwatches only. Absolutely no baseball caps; no head coverings of any kind unless required by your religion or for medical reasons. No passive-aggressive questions (for example, the kind that begin “My problem with this book is” or “Speaking as a”). Bathroom visits during class are strongly discouraged.