

UC 12190 12F ✓

CBM003 ADD/CHANGE FORM

APPROVED MAR 27 2013

Undergraduate Council
 New Course Course Change
 Core Category: WID Effective Fall 2014

or

Graduate/Professional Studies Council
 New Course Course Change
 Effective Fall 2013

1. Department: History/English College: CLASS

2. Faculty Contact Person: Ramos Telephone: 3-3116 Email: raramos@uh.edu

3. Course Information on New/Revised course:

- Instructional Area / Course Number / Long Course Title:
HIST / 4339 / Modern European Intellectual History
- Instructional Area / Course Number / Short Course Title (30 characters max.)
HIST / 4339 / MOD EUROPEAN INTELLECTUAL HIST
- SCH: 3.00 Level: SR CIP Code: 54.0103.00.01 Lect Hrs: 3 Lab Hrs: 0

RECEIVED OCT 19 2012 M.M.

4. Justification for adding/changing course: To meet core curriculum requirements

5. Was the proposed/revised course previously offered as a special topics course? Yes No

If Yes, please complete:

- Instructional Area / Course Number / Long Course Title:
____ / ____ / _____
- Course ID: _____ Effective Date (currently active row): _____

6. Authorized Degree Program(s): BA/BS

- Does this course affect major/minor requirements in the College/Department? Yes No
- Does this course affect major/minor requirements in other Colleges/Departments? Yes No
- Can the course be repeated for credit? Yes No (if yes, include in course description)

7. Grade Option: Letter (A, B, C ...) Instruction Type: lecture ONLY (Note: Lect/Lab info. must match item 3, above.)

8. If this form involves a change to an existing course, please obtain the following information from the course inventory: Instructional Area / Course Number / Long Course Title

- HIST / 4339 / Modern European Intellectual History
- Course ID: 25873 Effective Date (currently active row): 8112003

9. Proposed Catalog Description: (If there are no prerequisites, type in "none".)
Cr: 3. (3-0). Prerequisites: ~~Prerequisite~~ ENGL 1304 and HIST 2353 or 3380, or consent of instructor.
Description (30 words max.): Fundamental texts in the history of European ideas, from the Enlightenment into the 20th century. Explores major currents of modern thought in their historical contexts.

10. Dean's Signature: _____ Date: 10/13/12
Print/Type Name: Sarah Fishman

REQUEST FOR COURSES IN THE CORE CURRICULUM

Originating Department or College: History, CLASS

Person Making Request: Raul Ramos, Telephone: 3-3116

Email: raramos@uh.edu

Dean's Signature: _____

Date: 9/9/12

Course Number and Title: HIST 4339 Modern Intellectual History

Please attach in separate documents:

Completed CBM003 Add/Change Form with Catalog Description

Syllabus

List the student learning outcomes for the course (Statements of what students will know and be able to do as a result of taking this course. See appended hints for constructing these statements):

1. Students will analyze and engage philosophical readings from a variety of traditions.
2. Students will take positions on the reading in class discussion, defending those positions with evidence from sources.
3. Students will produce a piece of scholarship employing the ideas presented in the readings.

Component Area for which the course is being proposed (check one):

Communication

American History

Mathematics

Government/Political

Science

Language, Philosophy, & Culture

Social & Behavioral Science

Creative Arts

Component Area Option

Life & Physical Sciences

Competency areas addressed by the course (refer to appended chart for competencies that are required and optional in each component area):

Critical Thinking

Teamwork

Communication Skills

Social Responsibility

Empirical & Quantitative Skills

Personal Responsibility

Because we will be assessing student learning outcomes across multiple core courses, assessments assigned in your course must include assessments of the core competencies. For each competency checked above, indicated the specific course assignment(s) which, when completed by students, will provide evidence of the competency. Provide detailed information, such as copies of the paper or project assignment, copies of individual test items, etc. A single assignment may be used to provide data for multiple competencies.

Critical Thinking:

Your essay must be five to seven pages, double-spaced and paginated. Rough drafts must be turned in no later than November 4.

1. Announces the book's central paradox in Prologue: "Although Judaism throughout the ages was absorbed with the meaning of history, historiography itself played at best an ancillary role among the Jews, and often no role at all." (xxxix). Preliminary responses to this remark? ✓
2. How can one remember—*zahkor*, as Yerushalmi notes, appears 169 times in the Hebrew Bible—yet refuse to engage in historiography? Put another way: is there more than a single way to find meaning in the past? ✓
3. Why does this historiographical impulse come to an end after Yabneh?
 - a. It is not the historical books (Joshua, Samuel, Kings) that offer meaning—they come along for the canonical ride following Yabneh—but the prophets. Just because the Greeks thought meaning was to be found in historical narrative doesn't mean this is the only way to find it. ✓
 - b. "Prophecy has ceased, but the rabbis regarded themselves as heirs to the prophets." (21)
4. How does the rabbinical tradition treat historical time?
 - a. Like an "accordion." (17) How and why? ✓
 - b. While anachronism is bad form in historical writing, it is perfectly acceptable in other literary genres.
5. Yerushalmi states: if the rabbis were no longer interested in mundane history, it is perhaps because "they already knew of history what they needed to know." (21) What does Y mean? ✓
 - a. For the rabbis, "the Bible was not only a repository of past history, but a revealed pattern of the whole of history." (21)
 - b. In a sense, the Bible not only contained what we needed to know from the past, but also what we needed to know of the future.

Communication Skills:

By writing the essay, and working on drafts, students will be demonstrating their ability to communicate complex ideas.

Empirical & Quantitative Skills:

Click here to enter text.

Teamwork:

Click here to enter text.

Social Responsibility:

Students will be exploring ideas of man's role in society and demonstrating their engagement in the essay above. ✓

Personal Responsibility:

Students will be exploring ideas of an individual's role in the world and discussing it in the essay above. ✓

Will the syllabus vary across multiple section of the course? Yes No

If yes, list the assignments that will be constant across sections:

Click here to enter text.

Inclusion in the core is contingent upon the course being offered and taught at least once every other academic year. Courses will be reviewed for renewal every 5 years.

The department understands that instructors will be expected to provide student work and to participate in university-wide assessments of student work. This could include, but may not be limited to, designing instruments such as rubrics, and scoring work by students in this or other courses. In addition, instructors of core courses may be asked to include brief assessment activities in their course.

Dept. Signature: _____

Modern Intellectual History: Or, Camus and Company

Spring 2012

HIST 4339/ENGL 4396

Robert Zaretsky

rzaretsky@uh.edu

Office Hours: M-W 10:30-11:30

Requirements

- Leading Discussion (10%)
- Class Participation (20%)
- Paper Proposal and Bibliography (10%)
- Class Presentation (20%)
- Term Paper (40%)

Learning Objectives:

1. Students will analyze and engage philosophical readings from a variety of traditions.
2. Students will take positions on the reading in class discussion, defending those positions with evidence from sources.
3. Students will produce a piece of scholarship employing the ideas presented in the readings.

Calendar

January 18: Why Camus?

January 25: France and Algeria Before the War

Albert Camus: Selections from *Nuptials*: “The Wind at Djemila,” “Summer in Algiers,” “The New Mediterranean Culture,” and “On Jean-Paul Sartre’s *La Nausée*” (photocopies)

Jean-Paul Sartre: “Nausea”

February 1: War, Defeat and Occupation

Albert Camus: *The Stranger* (Part One)

Simone Weil: “The Iliad, Or the Poem of Force” in *The Simone Weil Anthology*, pp.162-195

February 8: Occupation, Liberation and (Cold) War

Albert Camus: *The Stranger* (Part Two) and *The Myth of Sisyphus* (selections)

Tony Judt: *Past Imperfect* (Chapter One)

February 15: From Resistance to Revolution (Paper Proposal and Bibliography Deadline)

Simone Weil: "The Needs of the Soul" in *The Simone Weil Anthology*, pp.85-120

Albert Camus: Selected editorials from *Combat* (photocopies)

Tony Judt: *Past Imperfect* (Chapter Two)

February 22: Will the Real Existentialist Please Stand Up?

Jean-Paul Sartre: *Existentialism is a Humanism*

Albert Camus: "No, I am not an existentialist" (photocopy)

Tony Judt: *Past Imperfect* (Chapter Three)

February 29: Taking Stock of Yesterday

Albert Camus: *The Plague* (Parts I-III)

Tony Judt: *Past Imperfect* (Chapter Four)

March 7: Taking Stock: Part II

Albert Camus: *The Plague* (Parts IV-V)

Tony Judt: *Past Imperfect* (Chapter Six)

March 14: Spring Break

March 21: Breaking Up is Hard to Do

Albert Camus: *The Rebel* (pp.3-101, 149-173, 279-306)

March 28: The Other Simone Weighs In

Simone de Beauvoir: *The Ethics of Ambiguity*

April 4: Encounters with Simone Weil

Viewing of film with its director, Julia Haslett.

April 11: Back to Basics

Albert Camus: *The First Man*

April 18: Class Presentations

April 25: Class Presentations

May 2: Class Presentations