

UT Austin

Spring 2011

TTh 3.30-5pm

CREATION

GAR I.I34

HIS 350L (39675) / EUS 346 (36494) / RS 373 (44358) / WGS 345 (47707)

Instructor: Prof. Alison Frazier akfrazier@mail.utexas.edu
Office: GAR 2.148 Office phone: 475 6375

Office hours: M 2.30-4.30pm and by appointment in GAR 2.148
Feel free to email: akfrazier@mail.utexas.edu I try to answer promptly.

I. COURSE DESCRIPTION.

This *writing-intensive*, upper-division seminar introduces the intellectual history of medieval Europe through the topic of the origins of the cosmos. By reading authors from Plato to Galileo, and by considering a variety of religious traditions, students investigate the rich variety of responses to the idea of Creation. In conversation, students explore together the implications of arguments about Creation for early developments in western theology, science, and philosophy. Short response papers and small group work help students learn to articulate their responses fully. Three graduated essays build a capacity for sustained analysis. Objectives. By the end of the semester, you will be able to describe how premodern efforts to understand Genesis I-3 affected developments in science, philosophy, and theology. You will have written short preparatory essays leading to a research-essay that deepens your knowledge in a specialized area and develops your analytic skills.

**Although this course has no prerequisites and assumes no prior knowledge of the subject, students are presumed to be capable of critical reflection upon both lectures and readings.*

II. FORMAT AND PROCEDURES.

A. Writing. Readings and discussions are structured to support students' written work. To help improve your writing, take advantage of office hours for one-on-one tutoring. There are no exams.

B. Discussion. The success of a seminar depends on discussion: *do not expect lectures*. Discussion cannot go well unless *everyone* has completed the reading thoughtfully and on time. Pop quizzes may be used to monitor student preparedness.

C. Learning. Every student has the right to learn in a supportive environment. Turn off your cell-phones. Your laptop may be used only for taking notes or for professor-directed web-surfing. Keep the volume turned off.

D. Integrity. *Any form of cheating, including plagiarism, violates the Honor Code at UT Austin.* What is plagiarism?

See: <http://www.lib.utexas.edu/services/instruction/learningmodules/plagiarism/>
Infringments will result, at a minimum, in a zero for the assignment, and may be extended to include failure of the course and University disciplinary action.

See: <http://deanofstudents.utexas>

III. COURSE REQUIREMENTS.

A. Course readings.

I. Purchase (p) these books online or through University Coop, or use copies on reserve (r) in PCL.

Plato, *Timaeus*, tr. Zeyl (p, r)

Augustine, *Two Commentaries on Genesis*, tr. Teske (p, r, also ebook)

Peter Lombard, *The Sentences Book 2 On Creation*, tr. Silano (p, r)

2. Other readings are available in a packet (k) at IT Copy.

3. Some optional readings are posted on Blackboard (b). Look under 'Course Documents.' The following are available in PCL reserves:

Kvam, Scheering and Ziegler, eds., *Eve and Adam*

Jewish/Christian/Islamic sources, emph on gender issues

Geller and Schipfer, eds., *Imagining Creation*

Global collection of creation stories & studies of them

B. Attendance, homework, and participation.

1. I expect your regular, on-time *attendance*; your thorough, on-time *preparation* of all assignments; and your respectful, engaged *participation* in every class discussion or small-group activity.

2. You are allowed *two absences* with no questions asked. Note, however, that any written work due on those days must be submitted on schedule. After that, unexcused absences adversely affect your grade. Excused absences require a note to the professor ahead of time insofar as possible. For unexpected absences due to illness or accident, notify me of your situation as soon as possible and *document it immediately* on return.

3. By UT-Austin policy, you must notify me of your pending absence for a religious holy day at least two weeks in advance. If you miss an assignment for the observance, I will give you an opportunity to complete the missed work.

4. Please let me know as soon as possible for academic accommodation. Provide a letter from Services for Students with Disabilities (SSD) at 471-6259 (voice) or 1-866-329-3986 (video phone). See: <http://deanofstudents.utexas.edu/ssd/>

C. Assignments and Assessment.

I. Your final grade will be based on the following work and weighting:

<i>Class discussion & note-taking</i> (group-graded)	25%
Each meeting, two students take notes. They then clean up their notes and post them to bb within 24 hours after class.	
<i>10 Short responses</i> (no more than 1 page)	20%
Typed in 12pt font, double-spaced, name and date at the top. Responses have as their titles the question that you set out to answer or explore.	
<i>Essay I</i> (2-4 pages, draft & revision)	8%
Choose one aspect of the <i>Timaeus</i> to compare to other Creation accounts read so far. Format as above. Your	

	title must name the aspect you have chosen.	
<i>Essay 2</i>	(3-5 pages, draft & revision) An exploration of your focus topic based on our readings. Format as above. Your title must name your focus topic.	12%
<i>Research-essay 3</i>	(5-10 pages, draft & revision) Expand/develop essay 2 by with research in sources chosen in consultation with the professor. Format as above. First draft title must be your research question.	25%
<i>Peer reviewing work</i>	In-class responses to colleagues' papers (preparatory to individual conferences with the professor).	10%

Late papers will be accepted up to three days past the due date only. Five points will be subtracted per day overdue.

2. Grading scale

I WILL use plus and minus grading this semester. I round up at .5 or higher.

94 up	A
88-93	A- / B+ depending on semester arc and effort
84 up	B
78-83	B- / C+ depending on semester arc and effort
74 up	C
68-73	C- / D+ depending on semester arc and effort
64 up	D
60-63	D-

IV. DATES TO KNOW:

Last day to drop class without penalty	W 2 Feb
Essay 1 first draft	Th 17 Feb
Final draft	Th 24 Feb
Essay 2 first draft	Th 24 March
Final draft	Th 31 March
Research-essay 3 first draft	T 26 April
Final draft	Th 5 May

KEEP IN TOUCH! If you are having difficulty with the course or must be absent for a period due to personal issues, please speak up right away. Don't wait until weeks have passed and it's too late to catch up. We have wonderful material to study together and your professor sincerely wants you to succeed with it.

TENTATIVE COURSE SCHEDULE

This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance your opportunity for learning. Such changes, communicated clearly, are not unusual and should be expected.

Week I

T 18 Jan

Introduction

	Th 20 Jan	<p><i>What do creation stories do?</i> <u>Read:</u> Babylonian Creation myth (handout). A scholarly version is posted on bb under “Course Documents.” <u>Find:</u> Another culture’s creation story. Read it and bring a hard-copy to class for show and tell. <u>Write:</u> Response A: Compare the Babylonian myth with the one you have found, pointing out major similarities and differences. <u>Explore:</u> Greatest creation hits! http://anthropology.net/2007/05/28/livesciences-top-10-creation-myths/</p>
<u>Week 2</u>	T 25 Jan	<p><i>Genesis I-3: What makes a good translation?</i> <u>Read:</u> JPS Torah Commentary Genesis I-3 and Crumb/Alter translation (k). <u>Find:</u> Another translation. Read it and bring a copy to class for show and tell. <u>Write:</u> Response B: no more than one-page answer to the question posed for today. <u>Explore:</u> Impossible to translate! http://news.bbc.co.uk/2/hi/africa/3830521.stm</p>
	Th 27 Jan	<p><i>Genesis I-3: One creation or two?</i> <u>Read:</u> Friedman, excerpt from <i>Who Wrote the Bible?</i> (k) <u>Write:</u> Response C: “Why are there two accounts of creation (Gen. I-2.3 and 2.4-25)?” <u>Handout:</u> on historical-critical reading by Prof. A. Y. Reed (U. Penn.) <u>Explore:</u> Prof. C. Hayes (Yale) on studying Old Testament: http://academicearth.org/lectures/bible-parts-of-the-whole</p>
<u>Week 3</u>	T I Feb	<p><i>Genesis I-3: A different idea of God?</i> <u>Read:</u> <i>Hypostasis of the Archons</i> (k) <u>Write:</u> Response D: Formulate a question about this reading and answer it. <u>Explore:</u> Nag Hammadi connections at http://www.gnosis.org/naghamm/hypostas.html</p>
	Th 3 Feb	<p><i>Genesis I-3: Why secret knowledge?</i> <u>Review:</u> <i>Hypotyposis of the Archons</i> (k) <u>Write:</u> Revise response D in light of class discussion. <u>Handout:</u> I will have a handout to set up Plato.</p>
<u>Week 4</u>	T 8 Feb	<p><i>Creation as Science or Philosophy?</i> <u>Read:</u> Plato, <i>Timaeus</i>, tba <u>Explore:</u> trustworthy background on Plato at http://plato.stanford.edu/entries/plato/</p>
	Th 10 Feb	<p><i>More Plato</i> <u>Read:</u> Plato, <i>Timaeus</i>, tba</p>

Explore: a guide to the *Timaeus* by Prof. S. Cohen (U. Washington): <http://faculty.washington.edu/smcohen/320/timaeus.htm>

<u>Week 5</u>	T 15 Feb	<i>Still More Plato</i> <u>Read</u> : Plato, <i>Timaeus</i> , tba <u>Write</u> : Response E: one-page exploration of your first essay topic (title poses question)
	Th 17 Feb	<i>FIRST ESSAY DUE</i> . Bring <u>two copies</u> to class for peer review. Sign up to meet with Prof. Frazier to plan revisions.
<u>Week 6</u>	T 22 Feb	<i>Hebrew Bible: early traditions</i> <u>Read</u> : selections from Philo and Josephus (k). Light prep, so work on your essay. <u>Write</u> : Response F: a paragraph describing plan/progress on revising your first essay. <u>Explore</u> : British Library online exhibition "Sacred" at http://www.bl.uk/onlinegallery/features/sacred/homepage.html (scroll down for video, interactive, and audio sites)
	Th 24 Feb	<i>What is exegesis?</i> <u>Read</u> : John Chrysostom, Homily 8 (k). Light prep, so work on your essay. <u>Explore</u> : Kugel, <i>Bible As It Was</i> , 53-82 (k at back). <u>Handout</u> : Handout on exegesis for in-class work.
<u>Week 7</u>	TI March	<i>Exegetical polemic?</i> <u>Read</u> : Augustine, <i>Genesis Against the Manichees</i> , tba <u>Turn in</u> : final draft of your first essay
	Th 3 March	<i>More Augustine</i> <u>Read</u> : Augustine, <i>Genesis Against the Manichees</i> , tba <u>Write</u> : Response F: Answer Augustine, as if you were a Manichee (title poses question).
<u>Week 8</u>	T 8 March	<i>Qur'an and Islamic Commentary</i> <u>Read</u> : "Islam" from <i>Eve and Adam</i> (k) = selections from the Qur'an, from al-Tabari, al-Kisa'i, al-Arabi. <u>Write</u> : Response G: What is different here? Why?
	Th 10 March	<i>Discussion of Second Essay topics</i> <u>Write</u> : Response H: One-page exploration of your second essay topic.
<u>Week 9</u>		<i>SPRING BREAK</i>
<u>Week 10</u>	T 22 March	<i>Midrash and Early Kabbalah</i> <u>Read</u> : "Haggadah Genesis" (k) <u>Write</u> : Response I: Up to one page about progress on and/or

problems with your second essay.

	Th 24 March	<i>SECOND ESSAY DUE</i> . Bring <u>two copies</u> to class for peer review. Sign up to meet with Prof. Frazier to plan revisions.
<u>Week 11</u>	T 29 March	<i>A Monk's Science of Creation</i> <u>Read</u> : Thierry of Chartres, <i>Tractatus</i> (k) <u>Write</u> : Work on your second essay.
	Th 31 March	<i>A Physician's Philosophy of Creation</i> <u>Handout</u> : I'll have handouts on Rashi and Rambam. <u>Turn in</u> : your second essay. <u>Explore</u> : Stanford Encyclopedia of Philosophy on Maimonides http://plato.stanford.edu/entries/maimonides/
<u>Week 12</u>	T 5 April	<i>Playing with Creation</i> <u>Read</u> : "Order of Representation of Adam" (k) <u>Prepare</u> : a section you'd like to direct or act in by making some notes about how you imagine the scene. <u>Explore</u> : the latest research in medieval theater history, written for a general audience: Go through PCL online catalogue to "Electronic Journals" and type in journal name "History Compass." In the "search" box of the journal homepage, type author name "Symes."
	Th 7 April	<i>Meet at PCL for Research Session</i> <u>Write</u> : Response J: one-page exploration of your essay-research project (title poses question). Bring it with you to the library.
<u>Week 13</u>	T 12 April	<i>Genesis Goes to University and Meets Aristotle</i> <u>Read</u> : Peter Lombard, <i>Sentences</i> , tba <u>Explore</u> : medieval universities were not just a European phenomenon: check out Timbuktu! http://www.youtube.com/watch?v=_4pJTaiev8k
	Th 14 April	<i>What is Scholasticism?</i> <u>Handout</u> : Aquinas selections for work in class. Light prep, so work on your research-essay. <u>Explore</u> : Thomas Aquinas in the Stanford Encyclopedia of Philosophy: http://plato.stanford.edu/entries/aquinas/
<u>Week 14</u>	T 19 April	<i>Dialogic Exegesis</i> <u>Read</u> : Nogarola, "Dialogue" (k). Light prep, so work on your research-essay.
	Th 21 April	<i>No class meeting</i> . <i>Work on your research-essay</i> . Office hours during class period.

<u>Week 15</u>	T 26 April	THIRD RESEARCH-ESSAY DUE. Bring <u>two copies</u> to class for peer review. Sign up to meet with Prof. Frazier to plan revisions.
	Th 28 April	No class meeting. Work on your research-essay. Office hours during class period.
<u>Week 16</u>	T 3 May	No class meeting. Work on your research-essay. Office hours during class period.
	Th 5 May	<i>The End of the Medieval Bible?</i> <u>Read:</u> Galileo, <i>Letter to Queen Christina</i> online at: http://www.fordham.edu/halsall/mod/galileo-tuscany.html <u>Turn in:</u> your research-essay.

Other information required or recommended by the University:

This course carries the Writing Flag. Writing Flag courses are designed to give students experience with writing in an academic discipline. In this class, you can expect to write regularly during the semester, complete substantial writing projects, and receive feedback from your instructor to help you improve your writing. You will also have the opportunity to revise one or more assignments, and to read and discuss your peers' work. You should therefore expect a substantial portion of your grade to come from your written work.

Policy on Blackboard (bb). In this class I use bb to distribute course materials, to communicate online, to post grades, and to administer the midterm course survey. *Keep your email address current, so that messages sent from bb reach you.*

See: <http://utexas.edu/its/policies/emailnotify.html>

Academic integrity. *University of Texas Honor Code*

The core values of the University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect towards peers and community.

Behavior Concerns Advice Line (BCAL). If you are worried about someone who is acting differently, you may use the Behavior Concerns Advice Line to discuss by phone your concerns about another individual's behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>

Emergency Evacuation Policy. Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation: Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.