

To: Mike K.
From: Alan G.
Date: April 29

May I have this or another copy book.
4.20.81 please?

DRAFT

Writing in the Arts and Humanities

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yr. additions

Catalog Description

An upper-division course in writing skills, particularly those involving analysis, with readings drawn from classic and contemporary essays and books. The course is intended for all students in the arts and humanities, not merely those majoring in English. Therefore its format and subject matter can explore a range of questions concerning Western history, art, ideas, and languages (European and American civilization, in other words). The instructor leads investigations of the history of music, painting, sculpture, philosophy, and literature ~~xxxxxxxxxxxxxxxxxxxx~~.

Texts (Possible range)

Witt, et al. The Humanities: Cultural Roots and Continuities.
Maimon, et. al. Writing in the Arts and Sciences.

Schrodes, et.al. The Conscious Reader.
Trimmer and Hairston, The Riverside Reader.
Scholes and Comley, The Practice of Writing.

Williams, Style: Ten Lessons in Clarity and Grace.

(Supplementary textbooks could include books as diverse as the Bible, film criticism by James Agee or Pauline Kael, The Norton Reader, Edith Hamilton's Greek Mythology, Gombrich on art and perception, Leslie Fiedler on archetypes in literature, Ernest Becker's Birth and Death of Meaning, Kenneth Clark's Civilization.)

Unit I: Definitions, Aims, Purposes: Introduction

A. Objectives

1. Ascertain status of the class ^{members} by an early piece of writing.
2. Propose and discuss some general definition of the Humanities; introduction ^{and the} to the course, relation of history to development of independent fields of study.
3. Enable the students to recognize the various aims of writings in their fields, the various audiences, and the general effects of such differences on the writing (ranging from scholarly investigations to polite essays to official documents).
4. Review basic sentence problems, considerations of jargon.

B. Texts

Maimon and Belcher, pp. 4-17.
Witt, pp. 1-7

Unit II: The Range of the Humanities

A. Objectives

1. Enable students to begin to comprehend the historical development and contemporary range of the fields within the humanities.
2. Enable students to recognize and use the kinds of abstraction typical of ~~their~~ their fields.
3. Increase students' awareness of the philosophical, historical, and social sources of the abstractions in their fields.
4. Increase students' ability to think critically and creatively about the paradigms in their fields--that is, the models according to which abstractions are made.
5. Using the Graeco-Roman background provided in Witt, begin to develop an historical context for the humanities, as well as germinating the first of the students' descriptive/analytical writing assignments.

B. Texts

Maimon and Belcher, Chap. 2-3, 7; pp. 18-70; 155-175.
Witt, Part One (Selections)

Unit III: Writing to Inform/The Beginnings of Humanism

- A. 1. Introduce the characteristic logic, organization, and style of informative writing in the humanities.
- √ 2. Using the range of material represented in the first volume of Witt, begin to allow the students to differentiate their disciplinary/area interests, using these as the occasion to write essays describing, classifying, and defining in the various disciplines.
3. Prepare students to ~~organize~~ organize longer pieces of informative writing as composites of modes.
4. Review some basic elements of style,

Texts

Maimon and Belcher, Chap. 4-5.
Witt, Comparative selections from Vol. I.

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Unit IV: LIBRARY--The Research Paper or Report

A. Objectives

1. Enable students to identify and limit appropriate topics for library research in the professional literature of their fields.
2. Enable students to spend a good part of the term engaging in practical research and writing on some topic in the humanities of particular interest in their fields, with an eye toward a successful research-presentation format.

3. Give students practice in writing short project proposals and project reports.

4. Enable students to learn proper research form, acknowledgement, the function and intent of research in the humanities.

5. Have students begin research for a paper or report in their fields with informative, demonstrative, or exploratory aim.

6. Familiarize students with the specialized libraries in their fields: HRC, Arts library, special collections in PCL, etc.

Texts

Maimon and Belcher, Chaps. 4,5,6.

Witt, Selections developing backgrounds for historical research in students' chosen field: e.g., history of the dance, medieval philosophy, the lyric poem, etc.

Unit V: Writing to Demonstrate/ The Humanities and Post-modernism

A. Objectives

1. Introduce the characteristic logic, organization, and style of writing to demonstrate.

2. Enable students to use inductive and inverse-inductive organizations for whole pieces of writing and for individual sections or paragraphs.

3. Review the elements of argumentation.

4. Allow the students to explore the current conditions and approaches in their chosen fields, and to study/argue ~~an~~ a particular development, theoretical or practical, in their field.

Texts

Witt, Vol 2., Part 8 and 9.

Unit VI: Writing to Explore/ The Humanities in Crisis?

A. Objectives

1. Introduce the characteristic logic, organization, and style of writing to explore (that is, to reason about questions for which answers cannot be satisfactorily proven at present) in the Humanities.

2. Enable students to use dialectical organizations for whole pieces of writing.

3. Enable students to consider their particular interests (cultural and professional) in an historical context, and to apply their ~~mind~~ judgement and knowledge to some particular problem or work in their field.

Texts

Maimon and Belcher, Chaps. 8.

Witt, Chap. 36, and more importantly, some current production, work, or event in progress at Austin, as subject for student, review, criticism, debate, speculation.