

Culture and Expression

Fall 2010
HUHC 011-H5

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Lecture: TTH 11:10-12:05 Monroe 142
Discussion: TTH 12:15-1:10 Brower 102



What's Love got to do with it? Love and its Enactments in the Ancient World and Middle Ages

The fall 2010 Culture and Expression discussion will focus on permutations of the idea of love from the ancient world through the Middle Ages. Through our reading of texts from the ancient Near Eastern *Epic of Gilgamesh* (sources from 2200 BCE) to the ribaldry of the *Canterbury Tales* in Chaucer's medieval England (1343-1400 CE), we will approach love as a way of understanding both the text itself and the culture from which it emerged. The teaching team has chosen works not only for their general significance as cultural and literary documents, but also for the illuminating perspectives they offer on issues of sexuality, gender, and the physical body; on friendship and enmity; on the intricate dynamics of power in personal relationships; on issues of (in)equality between sexes, ages, and social classes; on the regulation of individual behavior (vs. freedom); and on what love means and how it functions in different communities at different times, for the individual and the group. In short, we will discuss the idea of love and its significance(s) in its diverse manifestations, tensions, harmonies, and, ultimately, its paradoxes. The theme of the course aims not to reduce or limit our understandings of these works, which are all rich and multilayered, but rather to provide us with a common point of reference.

The Strategy

Culture and Expression consists of two related courses in both fall and spring semesters. *HUHC 011* and *012: Social Sciences* have their emphasis on understanding the structures and values of a culture or civilization through the disciplines of History, Sociology, Religious Studies, Anthropology, Psychology, Philosophy, Economics, and Geography. *HUHC 013* and *014: Humanities* have their emphasis on artistic expressions of the cultures under examination through the disciplines of literary analysis (e.g., English, Classics, Romance and Comparative Literatures), Linguistics, Music, Drama, Dance, Fine Arts, Architecture, and Aesthetics. Faculty on both teams work to develop a reading list and lecture schedule that work in tandem to reinforce students' insight into and understanding of the ancient world through the Middle Ages, and then, in the spring, the modern world since the Renaissance. Twice weekly faculty lectures set the context for student-based discussion sections.



Texts: The textbooks are available at the University Bookstore. Note: some assignments are available on the Internet, or will be posted to Blackboard or e-reserve.

Course Requirements and Grade Assessment for HUHC 011-H5

Attendance and Participation (25%): Culture and Expression can only “work” if students read the assigned texts carefully and thoughtfully and if they are present (both physically and mentally) for lectures and discussion sections. Our discussion sections will NOT be further lectures on the topic at hand but will, instead, be a time for students and their professor to think together about topics that arise in the readings and in the common lectures. Almost half of your grade is based on attendance and participation. That should indicate to you the importance of these aspects of the course.

Attendance (10%) will be taken at the beginning of every discussion section. Late arrival, sleeping, T Ming (or the use of any other electronic device), frequently leaving the room for any reason—or any other similar disturbance—will result in the student being marked absent for that session. *It is not enough simply to show up in class.* Please bring the week’s assigned reading with you to lecture and discussion section. Attendance without the week’s reading in hand will result in a lowered attendance/participation grade. I do not allow computers in my classroom. Since we are aiming for active and enthusiastic discussion during our time together, you will have no occasion to use a laptop. Attendance will also be taken in the lecture hall on Tuesdays (11:10 AM). You will, in other words, receive three attendance grades each week: TTH (12:15 discussion section); T (11:10; common lecture). Students may use their laptops to take notes during the common lectures. If, however, I notice any of my students on the internet, playing games, or doing anything other than taking notes during common lecture, that student will forfeit that day’s attendance grade.

Participation (15%) in discussion section will be based on two different requirements: 1) class discussion (10%) and 2) group presentations (5%). The rubric for these grades can be found below. In general, you should keep in mind that if you never contribute to discussion, you can expect this grade to reflect your lack of participation. Sheer quantity, however, is not always beneficial: if you contribute unhelpfully to discussion (e.g., your comments are disrespectful to others; your comments betray a lack of understanding of texts and/or lectures, etc.), you can expect this portion of your grade to be low. If, on the other hand, you bring thoughtful and helpful comments to class that further our understanding of a topic—or simply raise questions that help us think about a topic in a new and interesting way—you can expect this portion of your grade to be high. If you have any questions about your performance during the course of the semester, please stop by my office for a chat. If the class participation is low, I reserve the right to begin giving reading quizzes. Grades for any quizzes will be factored into the participation grade.

In addition to general participation, you and a partner will be responsible for a group presentation once during the semester. Your goal will be to stimulate discussion around a certain aspect of the reading (and you may also choose to incorporate aspects from relevant lectures). This assignment does not require outside research. Rather, you and your partner must simply read the text carefully and strategize together about how best to encourage student discussion. Students will sign up for sessions during the second week of classes.

Participation Grades:

- A → Student *always initiates* conversation in discussion section that is relevant and helpful.
- B → Student *often initiates* conversation in discussion section that is relevant and helpful (but *always participates* in discussion).
- C → Student *always participates* in discussion, but responds to others’ comments rather than initiating conversation.
- D → Student *occasionally participates* in discussion, but responds to others’ comments rather than initiating conversation.
- F → Student *never participates* in conversation or student’s comments are disrespectful, irrelevant, or betray his/her lack of preparation for class.

Reading Journal (15%)

As you have surely noticed, this course requires a good bit of reading. It is my general philosophy that if a professor (or, in this case, a group of professors) finds it necessary to assign a large quantity of reading, then students should get credit for reading the assignments carefully and thoughtfully. I have designed the reading journal primarily for this purpose. It allows me to assess how much reading you are doing so that at least a portion of your grade reflects your time and energy. (If you take this portion of the class seriously, it will also surely help your discussion grade.) The reading journal entries, therefore, work toward three goals: 1) to provide a venue to develop your intellectual self; 2) to enrich the class experience by giving us a collective base of material; 3) to hold you accountable for reading. All reading journal entries must follow—exactly—the guidelines listed below. Any entries that do not follow this rubric will be penalized. Reading journal entries are due to blackboard by 10:00 AM on the due date (see assignment due dates in class calendar below). If you are absent from class for any reason, your writing assignment is still due on time. Late journal entries will not be accepted for any reason. You must skip three reading journals and you may not write one on the text for which you are leading discussion. Thus you must complete 8 of 12.

Each entry must have five short paragraphs: **summarize, analyze, react, reconsider, relate.** Aim for writing between 400-450 words and don't go too short or too long. You don't get more credit for writing more.

1. **Summarize:** give an overview of the content, *in your own words*, that's enough to show you've done the whole reading.
2. **Analyze:** choose one word, metaphor, phrase, or sentence in the reading and unpack its rhetorical devices or deeper meaning.
3. **React:** state your reaction to one part of the reading that especially sparked a reaction, likely related to your chosen object from the Analyze section. (NOTE: it is not acceptable to write something like "I did not like this reading because . . ." This section asks for a deeper engagement with the text, not a preliminary emotional response.)
4. **Reconsider:** reconsider your reaction. Take a step back, see the other side of the coin, admit its merits, and reassess your reaction in that light.
5. **Relate:** make connections between the reading and other class material, other courses, or personal intellectual interests.

Some other rules for entries:

- No taking up space with long quotes, or, if you must use one, omit it from your word count (here "long" = more than 10 words).
- No outside research—these deal with you, your mind, and the reading only.
- Grammar and spelling count (see below), but you should write conversationally and use "I."

All writing will be graded on the following bases:

- a) doing all five sections of the assignment;
- b) deep engagement with the text that demonstrates the student read the *entire* text;
- c) comprehension, clarity, care, and organization;
- d) creativity, originality, or acuity.

If you do all four things: A

If you do three out of four things: B

If you do two out of four things: C

If you do one out of four things: D

If you do zero things or do not turn in an assignment on time: F

Reading Journal Due Dates (all due to blackboard by 10 AM)

- 9/7 Gilgamesh
- 9/16 Hebrew Bible (Genesis assignment)
- 9/21 Hebrew Bible (Selections—Lorsch lecture assignment)
- 9/23 Hebrew Bible (Song of Solomon)
- 9/30 Plato's Symposium
- 10/7 Aristotle
- 10/14 Early Christian Literature (do only one journal entry but make sure you discuss all three texts)
- 10/21 Augustine (entire assignment)
- 10/28 Ibn Tufayl
- 11/11 Aquinas
- 11/18 Julian of Norwich
- 11/23 Chaucer

Midterm Exam (30%) and Final Exam (30%): Take-home *and* in-class midterm and final exams will be given in this course. These exams will require students to synthesize materials we have read. A draft of the midterm exam will be due on 10/26 (worth 5% of the midterm exam grade). We will hold a writing workshop in class on 10/28, and your final draft of the midterm will be due to blackboard by 10 AM on 11/2 (15%). An in-class exam will be administered on 10/26 (10%). This will require students to discuss the context and meaning specific passages from the readings. A final exam workshop will be held on 12/3, where students will be expected to share a final paper thesis statement and introductory paragraph with a peer group (5%). The final paper will be due to blackboard and in hard copy during the final exam period (15%). An in class final exam will (similar to the midterm) will be administered during the final exam week (10%; see course schedule below).



General Information

Blackboard This section of Culture and Expression will use Blackboard. You should have been automatically subscribed to Blackboard when you registered for this course. Please familiarize yourself with this program and check it often. I will post any important announcements there. In addition, all of your writing assignments must be submitted to turnitin, which must be accessed through Blackboard. **NOTE:** I do not accept hard copies of journal entries nor do I accept emailed papers. If a student submits a paper to the wrong place (i.e., anywhere other than turnitin), I will accept it with a 20 point penalty, *but only once*. If a student submits a paper incorrectly more than once, any subsequent papers will receive a zero. Also note, Blackboard does not accept late papers—the deadlines are firm. You are responsible for learning how to use Blackboard. Please make sure you know how to maneuver through this site before your assignments are due! If you have questions about Blackboard, please raise them in class or visit me during my office hours.

Please note that all written assignments must be submitted in Microsoft Word format. Papers submitted in other formats will be penalized two letter grades. Microsoft Office is available as a free download at http://www.hofstra.edu/StudentServ/CC/SCS/SCS_Resnet_download.cfm

Email There are times during the semester when I may need to reach you or pass information along to you. In these instances, I will email you. If you do not use your Hofstra email account, you must forward your Hofstra email to the account you use. If you do not forward your email, you may miss important class announcements and, thus, find yourself unprepared for class. Directions for forwarding your email are located at http://www.hofstra.edu/StudentServ/CC/SCS/SCS_Email_basics.cfm#Forwarding I do not discuss grades via email. If you have a question about a grade, make an appointment to talk with me about it.

When you email any of your professors, please keep the following things in mind:

- always identify yourself in your email (don't assume we'll recognize screen names);
- keep your emails professionally courteous;
- do not assume that email is an informal means of communication.

Academic Learning Environment In order to make the most of our time together, please keep the following considerations in mind:

- ☞ Turn off or silence your cell phone before class begins.
- ☞ Keep all electronic items (e.g., phones and computers) off your desk and out of your hands. Our goal is involved and active discussion, so electronic items are not needed.
- ☞ You may bring a drink and/or a snack to discussion if you feel you need to. Please be sure you do not distract those around you (a good rule of thumb: no utensils!). Please avoid a drink/snack if it will require you to leave the room before class is over.
- ☞ Please always be respectful of others' thoughts and beliefs.

Academic Dishonesty Please be aware that you are responsible for knowing and understanding what constitutes plagiarism (or cheating of any kind). Any work submitted in this class is understood to be your own work only. In case of any uncertainty, discuss the matter with the professor. You are not allowed to use anyone else's ideas and wording without proper acknowledgment and citation. Of course this includes anything taken from books, articles, lectures, and from electronic/Internet sources. Any instances of cheating will be reported, following University policy, to the Provost's Office. Plagiarism is a serious ethical and professional infraction. Hofstra's policy on academic honesty reads: "The academic community assumes that work of any kind [...] is done, entirely, and without assistance, by

and only for the individual(s) whose name(s) it bears.” Please refer to the “Procedure for Handling Violations of Academic Honesty by Undergraduate Students at Hofstra University” to be found at http://www.hofstra.edu/PDF/Senate_FPS_11.pdf, for details about what constitutes plagiarism and Hofstra’s procedures for handling violations.

Students with Disabilities: If you have any concerns regarding a physical, psychological, and/or learning disability that may have an impact upon your performance in this course, appropriate accommodations can be made on an individualized basis after the needs, circumstances, and documentation have been evaluated by the appropriate office on campus. The Office of Services for Students with Disabilities is located in 212 Memorial Hall (x7074). See the Hofstra Guide to Pride, or go to: www.hofstra.edu/StudentAffairs/stdtis/index.html. All disability-related information will be kept confidential.

Lecture and Discussion Schedule for HUHC 011-H5

NOTE: This is a Social Science section. We will, therefore, focus our discussions on “Common Readings” and on “Social Science” readings. We will not discuss the “Humanities” readings. I have not entered Humanities readings on this syllabus. Please refer to your Humanities discussion section syllabus or the Culture and Expression blackboard site for those reading assignments.

- 9/2 LECTURE: Introduction
DISCUSSION: Introduction
- 9/7 LECTURE: Prof. Varisco—Gilgamesh
ASSIGNMENT: Gilgamesh (text + introduction); http://people.hofstra.edu/daniel_m_varisco/gilgamesh.html
DISCUSSION: Gilgamesh
- 9/9 **NO CLASSES**
- 9/14 LECTURE: Prof. Lorsch—Gilgamesh
DISCUSSION: Gilgamesh
- 9/16 LECTURE: Prof. Frisina—Hebrew Bible (Genesis)
ASSIGNMENT: Genesis 1:1-4:25; 6:1-9:29; 11:1-9; 12:1-50:26
DISCUSSION: Cobb discussion sections cancelled
- 9/21 LECTURE: Prof. Lorsch—Hebrew Bible (Selections)
ASSIGNMENT: Genesis 1-3:24; 18-21:7; 25:19-35:4; 35:16-18; 38-39:23; Exodus 1-3:15; Leviticus 18:1-3; Deuteronomy 22:13-30; Judges 13-16:31; Ruth (all); 1 Samuel 17:48-20:43; Esther (all)
DISCUSSION: Hebrew Bible readings (Lorsch lecture)
- 9/23 LECTURE: Prof. Cobb—Hebrew Bible (Song of Solomon)
ASSIGNMENT: Song of Solomon (a.k.a. “Song of Songs”)
DISCUSSION: Song of Solomon
- 9/28 LECTURE: Prof. Brand—*The Iliad*
DISCUSSION: Genesis (Frisina lecture)
- 9/30 LECTURE: Prof. Eliot—Plato’s *Symposium*
ASSIGNMENT: *Symposium*
DISCUSSION: *Symposium*
- 10/5 LECTURE: Prof. Sulcer—*The Iliad*
DISCUSSION: *Symposium*

- 10/7 LECTURE: Prof. Eliot—Aristotle's *Ethics*
 ASSIGNMENT: TBA (in *Ethics* and additional reading on blackboard)
 DISCUSSION: Aristotle
- 10/12 LECTURE: Prof. Rustici—Euripides' *Medea*
 DISCUSSION: Aristotle
- 10/14 LECTURE: Prof. Cobb—Early Christian Lit (1 Corinthians, 1 Timothy, Acts of Paul and Thecla)
 ASSIGNMENT: 1 Corinthians; 1 Timothy; Acts of Paul and Thecla (blackboard)
 DISCUSSION: Early Christian Literature
- 10/19 LECTURE: Prof. Brand—Ovid's *Metamorphoses*
 DISCUSSION: Early Christian Literature
- 10/21 LECTURE: Prof. Freitas—Augustine's *Confessions*
 ASSIGNMENT: Books I–IV; VI–VIII
 DISCUSSION: Augustine's *Confessions* (Bks I–IV)
- 10/26 LECTURE: Prof. Donahue—Ovid's Love Poems
 DISCUSSION: **In Class Midterm Exam**
Draft of take home midterm exam due to blackboard (10 AM)
- 10/28 LECTURE: Prof. Varisco—Ibn Tufayl's *A Philosophical Tale*
 ASSIGNMENT: pp. 3–51; 96–166
 DISCUSSION: **Midterm take-home exam workshop**
- 11/2 LECTURE: Prof. Smith—Longus's *Daphnis and Chloe*
 DISCUSSION: Augustine's *Confessions* (Bks VI–VIII)
Final version of take home exam due to blackboard (10 AM)
- 11/4 LECTURE: Prof. Doubleday—Ibn Tufayl's *A Philosophical Tale*
 DISCUSSION: Ibn Tufayl
- 11/9 LECTURE: Prof. Smith—Prokopios's *The Secret History*
 DISCUSSION: Ibn Tufayl
- 11/11 LECTURE: Prof. Frisina—Aquinas
 ASSIGNMENT: TBA
 DISCUSSION: Aquinas
- 11/16 LECTURE: Prof. Rustici—Petrarch's poetry
 DISCUSSION: Aquinas
- 11/18 LECTURE: Prof. Freitas—Julian of Norwich
 ASSIGNMENT: Ch. 58–67
 DISCUSSION: Julian of Norwich

11/23 LECTURE: Prof. Sulcer—Chaucer's *Canterbury Tales* (selection)
ASSIGNMENT: TBA
DISCUSSION: *Canterbury Tales*

11/25 **No Classes**—Happy Thanksgiving!

11/30 LECTURE: Prof. Doubleday—*Canterbury Tales*
DISCUSSION: *Canterbury Tales*

12/3 LECTURE: Prof. Donahue—Chaucer's *Canterbury Tales*
DISCUSSION: **Final Exam Workshop**

12/7 LECTURE: Final Wrap Up
DISCUSSION: Final Wrap Up

HCLAS General Education Learning Goals and Objectives
(for Liberal Arts Distribution credit)
Applicable to HUHC Culture & Expression

Goal 1. Students will demonstrate the ability to think critically and creatively.

Learning Objectives:

- 1.a Clearly and accurately summarize and evaluate the facts, presumptions, viewpoints, values, and arguments presented in a text or creative work.
 - 1.b Gather and assess relevant information, and apply appropriate cognitive methods in solving problems or answering questions raised in a text or creative work.
 - 1.c Construct well-reasoned solutions or conclusions; test and defend conclusions against relevant criteria and standards.
 - 1.d Critically analyze one's own thinking by identifying one's presumptions, values, and viewpoints as well as problems, inconsistencies, and unanswered questions.
 - 1.e Conceive and defend alternative hypotheses and viewpoints; offer and explain reasons for provisionally rejecting or accepting them.

Goal 2. Students will apply analytical reasoning across academic disciplines.

Learning Objectives:

- 2a. Read with comprehension, and critically interpret written work in discipline-specific contexts.
- 2b. Critically interpret and analyze aesthetic qualities of works in literature and the fine or performing arts.
- 2c. Apply quantitative, inductive, and deductive reasoning.
- 2d. Apply abstract thinking and conceptual modeling.
- 2e. Apply the methods of social science to ethically investigate and analyze human social behavior.
- 2f. Describe, comprehend, and analyze the role of philosophical ideas, historical movements, or ethical debates in the development of civilizations.

Goal 3. Students will demonstrate proficiency in written communication.

Learning Objectives:

- 3a. Compose grammatical sentences.
- 3b. Use various sentence forms to effectively modulate style and tone.
- 3c. Compose a sequence of paragraphs that develop a point.
- 3d. Summarize, quote, and respond to reliable texts to support and develop claims; apply relevant standards for citation.
 - 3e. Write an effective argumentative essay.
 - 3f. Respond to writing assignments using appropriate style, structure, and voice.
 - 3g. Apply editing, proofreading, and revising strategies.

Goal 4. Students will demonstrate proficiency in oral communication.

Learning Objectives:

- 4a. Demonstrate skill in oral communication for purposes such as informing, persuading, and/or defending.
- 4b. Compose and deliver effective, audience-appropriate oral presentations that develop and support a point; or participate in formal debates; or lead or participate in collaborative discussion of a question or a text.
- 4c. When appropriate, use visual, auditory, and/or technological aids.

Goal 5. Students will develop an awareness of and sensitivity to global issues.

Learning Objectives:

- 5a. Provide and understand information on simple concrete subjects in a language other than English in both oral and written form.
- 5b. Demonstrate knowledge of the intellectual, social, political, economic, or cultural practices of at least one of the peoples in Africa, Asia, the Middle East, Latin America, or of the indigenous peoples of the Americas and Australia.

Goal 6. Students will demonstrate information literacy.

Learning Objectives:

- 6a. Conduct research using the variety of information sources available to them.
- 6b. Demonstrate the ability to evaluate the relevance and utility of different sources.
- 6c. Integrate sources effectively and ethically through proper citation.

Goal 7. Students will demonstrate technological competency.

Learning Objective:

- 7a. Demonstrate the ability to use general or discipline-specific technologies to identify, retrieve, analyze, and communicate ideas and information.