

Honors College

Professor Dana Brand

Office hours: TuTh 10:30-11 and Tu 3-5

Culture & Expression

HUHC 014, H3, 202 Brower, TuTh 12:15-1:10

301 Mason Hall

Spring 2011

engdab@hofstra.edu

Texts: The textbooks are available at the University Bookstore. See the attached Book and Assignment List. Some assignments can be found in Blackboard or on e-reserve.

General Requirements:

- Attendance in both lecture and section
- Completion of reading assignments
- Participation in class discussion
- Two papers (5-6 pages each)
- Midterm
- Final exam

Grading Policy:

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|---------------|-----|
| Paper #1 | 20% |
| Paper #2 | 20% |
| Midterm | 15% |
| Final exam | 25% |
| Participation | 15% |

Attendance and Classroom Policy: Attendance will be taken in all class meetings. I will also be taking attendance in lecture for section H3 on Tuesdays. If you can't make it to a class for a legitimate reason, contact me by e-mail. More than 3 unexcused absences will lower your grade. Be sure to bring your book to class and to lecture. Be sure to turn off all electronic devices, and please keep your laptop closed in section. I'm sorry, and thank you!

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 will get reported, following University policy, to the Provost's Office. Plagiarism is a serious offense and, upon second incident, can cause expulsion from the university. All students are expected to abide by the University's Policy on Academic Honesty as stated in the Hofstra University Bulletin. Procedures for Handling Violations of Academic Honesty by Students at Hofstra University are detailed in Faculty Policy Series #11 (rev. 2004.) for undergraduates.

Students with Disabilities: If you have any documented disability-related concerns that may have an impact upon your performance in this course, please meet with me within the first two weeks of the current semester, so that we can work out the appropriate accommodations on an individualized, as-needed basis after the needs, circumstances and documentation have been evaluated by Services for Students with Disabilities (SSD). SSD is located in 212 Memorial Hall and can be reached at 516-463-7075 or ssd@hofstra.edu.

CULTURE & EXPRESSION

Spring 2011: HUHC 012 & HUHC 014

Professors: Bogard, Dardis, Freitas, Frisina, Green, Teehan, (Social Science - HUHC 012);
Brand, DeSeife, Donahue, Kozol, Skulsky, Zhou (Humanities - HUHC014)

The Problem of ‘Evil’ in Modernity

Fall C&E spent the term brooding upon the vagaries of Love in the ancient world and in the Middle Ages, and Love turned out to be far more than simply a “many-splendoured thing” and instead became a window onto the complexities of the age, the culture and ultimately, personal relations and the human condition. Now a new C&E team turns its attention to the problems of Evil in the modern age.

The Theme

This semester the course will examine from multiple perspectives how the moral, theological and transhistorical or ontological concept of Evil (upper case E) gets transformed and given complexity in works that reflect, and reflect upon, the changing circumstances of an emerging modernity: from the Elizabethan age of the early 1600s, through the periods in Europe of the 18th-century Enlightenment and 19th-century Romanticism, and through the Holocaust in the 20th-century and information age in the 21st-century. We will address in the periods social-historical phenomena such as the emergence of a mercantile middle class and new economies of trade and industrial production, based on both colonial exploration and exploitation of resources as well as new technologies, from the printing press to the steam engine to the computer. These new economies gave rise in turn to new understandings of the individual self, new forms of empowerment and political representation, and to new understandings of ‘evil’ (lower case e).

The rapid acceleration of historical changes in so many areas carried implications for an understanding of the positive and negative, or ‘good and evil,’ impact of those changes on society in general and the individual in particular, and more particularly, on different kinds of individuals (defined by class, gender, race, ethnicity, sexual orientation, etc). These developments in Western culture also influenced other cultural traditions: a cross-cultural comparison with philosophical and literary traditions in China will provide perspectives on both Eastern and Western traditions. We will see how social practices that reflect systematic and economic rationalism lead to new confrontations with the concept of ‘evil’ as an aspect of humanity that seems to defy rational understanding.

The Strategy

C&E 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, Religion, 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 the students’ insight into and understanding of the ancient world through to 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.

Reading assignments for HUHC 014, H3

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| Tu 2/1 | Introduction to the course |
| Th 2/3 | William Shakespeare, <i>King Lear</i> , Acts I, II, and III |
| Tu 2/8 | William Shakespeare, <i>King Lear</i> , Acts IV and V |
| Th 2/10 | John Milton, <i>Paradise Lost</i> Book 1; Book 2; and Book 3, lines 1-265; |
| Tu 2/15 | John Milton, <i>Paradise Lost</i> , Book 4, lines 1-113, 288-527, and 634-656; Book 5, lines 468-505, 561-897; Book 9, lines 1-47, 204-384, 445-999; Book 10, lines 845-1055; Book 12, lines 607-649 |
| Th 2/17 | Voltaire, <i>Candide</i> |
| Tu 2/22 | President's Day – No Classes |
| Th 2/24 | Voltaire, <i>Candide</i> |
| Tu 3/01 | Discussion of Voltaire, Mozart, Jefferson and the idea of the "Enlightenment" |
| Th 3/03 | Wolfgang Amadeus Mozart and Lorenzo da Ponte, <i>Don Giovanni</i> |
| Tu 3/08 | Johann Wolfgang von Goethe, <i>Faust</i> |
| Th 3/10 | Johann Wolfgang von Goethe, <i>Faust</i> |
| Tu 3/15 | Edgar Allan Poe, "Berenice," "The Tell-Tale Heart," "The Black Cat," "William Wilson" |
| Th 3/17 | Edgar Allan Poe, "The Man of the Crowd," "The Murders in the Rue Morgue," |
| Tu 3/22 | No class |
| Th 3/24 | Midterm |
| Tu 3/29 | Charlotte Perkins Gilman, <i>The Yellow Wallpaper</i> |
| Th 3/31 | Walt Whitman, "Song of Myself," "Crossing Brooklyn Ferry," |
| Tu 4/05 | Walt Whitman, "As I Ebb'd With the Ocean of Life," "When Lilacs Last in the Dooryard Bloom'd" and Drum Taps poems |
| Th 4/07 | Lu Hsun, "Preface to A Call to Arms," "Regret for the Past," and "Medicine" |

Tu 4/12 Lu Hsun, "Madman's Diary," "New Year's Sacrifice"

Th 4/14 Albert Jarry, *Ubu Roi*

Tu 4/26 Albert Jarry, *Ubu Roi*

Th 4/28 Alain Resnais, *Night and Fog* (film)

Tu 5 /03 Alain Resnais, *Night and Fog*

Th 5/05 Zhang Zianlang, *Half of Man is Woman*

Tu 5/10 Zhang Zianlang, *Half of Man is Woman*

Final Exam: Th 5/19 10:30 am - 12:30 pm 142 Monroe

Schedule of Common Lectures

LECTURE ROOM AND TIME (Monroe 142: TuTh 11:10-12:05)

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| Tu | 2/1 | Prof. Skulsky on <i>King Lear</i> |
| Th | 2/3 | Prof. Dardis on Renaissance science |
| Tu | 2/8 | Prof. Freitas on Martin Luther and the Reformation |
| Th | 2/10 | Prof. Skulsky on Milton's <i>Paradise Lost</i> |
| Tu | 2/15 | Prof. Bogard on Max Weber and the Puritans |
| Th | 2/17 | Guest lecturer John McDermott on Finitude and Evil |
| Tu | 2/22 | President's Day – No Classes |
| Th | 2/24 | Prof. Donahue on Voltaire's <i>Candide</i> |
| Tu | 3/01 | Prof. Bogard on the <i>Declaration of Independence</i> (Jefferson) and the <i>Declaration of Sentiments</i> (Stanton) |
| Th | 3/03 | Prof. Kozol on Mozart's <i>Don Giovanni</i> |
| Tu | 3/08 | Prof. Dardis on Utilitarianism |
| Th | 3/10 | Prof. Donahue on Goethe's <i>Faust</i> |
| Tu | 3/15 | Prof. Green on Nationalism |
| Th | 3/17 | Prof. Brand on Edgar Allan Poe |
| Tu | 3/22 | Prof. Frisina on Nietzsche |
| Th | 3/24 | Prof. Teehan on Dostoyevsky's <i>Grand Inquisitor</i> |
| Tu | 3/29 | Prof. Kozol on Charlotte Perkins Gilman, <i>The Yellow Wallpaper</i> |

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| Th | 3/31 | Prof. Brand on Walt Whitman |
| Tu | 4/05 | Prof. Teehan on Darwin |
| Th | 4/07 | Prof. Zhou on Lu Hsun, <i>Selected Stories</i> |
| Tu | 4/12 | Prof. Frisina on Confucianism |
| Th | 4/14 | Prof. De Seife on Alfred Jarry <i>Ubu Roi</i> |
| Tu | 4/26 | Guest Lecturer Richard Bernstein on Hannah Arendt |
| Th | 4/28 | Prof. De Seife on Resnais's <i>Night and Fog</i> |
| Tu | 5/03 | Prof. Zhou on Zhang <i>Half of Man is Woman</i> |
| Th | 5 /05 | Prof. Green on Greed |
| Tu | 5/10 | Prof. Freitas on M. T. Anderson <i>Feed</i> |

Book Ordered
Culture & Expression, Spring 2011
(For 2 three-credit classes = approx. \$146.)

These books will be available in the Hofstra University Bookstore (HUB), where you can order them in advance for pickup when you arrive. HUB also orders used copies. You can also order them yourself online, but be sure to purchase the correct edition of the listed texts and translations.

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|---|---------|
| Shakespeare, William. <i>King Lear</i> . Simon & Schuster. ISBN-10: 074348276X ISBN-13: 978-0743482769 | \$5.99 |
| Milton, John. <i>Paradise Lost</i> . Eds. David Kastan and Hughes (Indianapolis: Hackett, 2005) ISBN-10 0-87220-733-1 ISBN-13: 978-0872207332 | \$11.95 |
| Voltaire. <i>Candide</i> . Trans. Lowell Bair. Bantam Classics, 1984. ISBN-10: 0553211668 ; ISBN-13: 978-0553211665 | \$4.95 |
| Mozart, Wolfgang Amadeus. <i>Don Giovanni</i> . New York: Riverrun Press; London: Calder Publications, 1983, 1995. | \$19.95 |
| Goethe, Johann Wolfgang. <i>Faust, Part I</i> . Trans. Peter Salm. New York: Bantam Books, 1985. ISBN: 0-553-21348-2. | \$5.95 |
| Poe, Edgar Allan. <i>Great Short Works of Edgar Allan Poe</i> . Harper Perennial ISBN-10: 0060727853 ; ISBN-13: 978-0060727857 | \$14. |
| Dostoyevsky, Fyodor. <i>The Grand Inquisitor</i> . Hackett Publishing. ISBN-10: 0-872201937 ; ISBN-13: 978-0-87220-193-4 | \$7.50 |
| Charlotte Perkins Gilman. <i>The Yellow Wallpaper</i> . | |
| Whitman, Walt. <i>Leaves of Grass</i> , Bantam Classics ISBN-10: 0553211161 ISBN-13: 978-0553211160 | \$6. |
| Jarry, Alfred. <i>Ubu Roi</i> . New Directions Publishing Corporation. ISBN-10: 0811200728 ISBN-13: 978-0811200721 | \$11.95 |
| Lu Hsun. <i>Selected Stories of Lu Hsun</i> . WW Norton & Company, 2003. ISBN-10: 0393008487 ISBN-13: 978-0393008487 | \$15.95 |
| Zhang Zianlang. <i>Half of Man is Woman</i> . W.W. Norton & Co., 1980. ISBN-10: 0393332969 ISBN-13: 978-0393332964 | \$21.95 |
| Anderson, M.T. <i>Feed</i> . Candlewick. 2004. ISBN-10: 0763622591 ISBN-13: 978-0763622596 | \$7.99 |

E-Reserve and Online Readings

Professor Dardis – Readings for lecture on Renaissance Science: web links

Copernicus, "Commentariolus"

<http://dbanach.com/copernicus-commentariolous.htm>

Copernicus, De Revolutionibus Orbium Coelestium:

<http://www.webexhibits.org/calendars/year-text-Copernicus.html>

(a) forward by Andreas Osiander

(b) "TO HIS HOLINESS, POPE PAUL III, NICHOLAS COPERNICUS' PREFACE TO HIS BOOKS ON THE REVOLUTIONS"

Galileo, "The Assayer" <http://www.princeton.edu/~hos/h291/assayer.htm>

(pp.274-279; the page numbers are in brackets within the text)

Newton, "Author's Preface" to Mathematical Principles of Natural Philosophy

<http://books.google.com/books?id=Tm0FAAAAQAAJ&pg=PA1>

(pp.14-19 if you download the pdf of the whole thing)

Professor Bogard - Readings for lecture on the Protestant Ethic:

Weber, Max. 1958 [1905]. Selections from *The Protestant Ethic and the Spirit of Capitalism*. Pp. 107-114 in *Readings in Social Theory: The Classic Tradition to Post-Modernism*, 3rd edition, edited by James Farganis. Boston: McGraw-Hill. ISBN 01402.4566 9

Franklin, Benjamin. 1995 [1757 and 1784]. "Industry and the Way to Wealth." Pp. 483-490 in *The Portable Enlightenment Reader*, edited by Isaac Kramnick. New York: Penguin. ISBN 0 07 230060 4

Smith, Adam. 1995 [1776 and 1759]. "The Wealth of Nations." Pp. 505-515 in *The Portable Enlightenment Reader*, edited by Isaac Kramnick. New York: Penguin.

Professor Bogard - Readings for Lecture on the Declarations

Stanton, Elizabeth Cady, Susan B. Anthony and Matilda Joslyn Gage 1881. [1848]

The Declaration of Sentiments and Resolutions

<http://ecssba.rutgers.edu/docs/seneca.html>

The Declaration of Independence of the United States of America

<http://www.usconstitution.net/declar.html>

Condorcet, Marquis de. 1995.[1794]. "The Future Progress of the Human Mind." Pp. 26-38 in *The Portable Enlightenment Reader*, edited by Isaac Kramnick. New York: Penguin.

Professor Freitas on Martin Luther

"95 Theses on the Power and Efficacy of Indulgences" (1517):

<http://www.iclnet.org/pub/resources/text/wittenberg/luther/web/ninetyfive.html>

And all of "Concerning Christian Liberty" (1520):

Part One: <http://www.iclnet.org/pub/resources/text/wittenberg/luther/web/cclib-1.html>

Part Two: <http://www.iclnet.org/pub/resources/text/wittenberg/luther/web/cclib-2.html>

Part Three: <http://www.iclnet.org/pub/resources/text/wittenberg/luther/web/cclib-3.html>

Professor David Green (to be made available in E-Reserve and in Blackboard):

Lecture on NATIONALISM March 10

- “Introduction”, by John Hutchinson and Anthony Smith, from Nationalism, edited by John Hutchinson and Anthony Smith. Oxford University Press, 1994. P. 3-13.
- “Mein Kampf”, by Adolph Hitler, from The Nationalism Reader, edited by Omar Dahbour and Micheline Ishay. Humanities Press, 1995. P. 230-237.
- “Nationalism in the Late Twentieth Century”, by Eric Hobsbawm, from The Nationalism Reader, edited by Omar Dahbour and Micheline Ishay. Humanities Press, 1995. P. 362-371.

Lecture on GREED April 14

- “Introduction”, in Barbara Ehrenreich’s This Land Is Their Land. Picador/Metropolitan Books, 2008. P. 1-7.
- “It Was the Economy, Stupid” (Chapter 1), in Robert Scheer’s The Great American Stickup. Nation Books, 2010. P. 1-24.
- “Escalating Economic Inequality” (a part of Chapter 1), in Larry Bartels’ Unequal Democracy. Princeton University Press, 2008. P. 6-13.
- “Private Affluence, Public Squalor” (a part of Chapter 1), in Tony Judt’s Ill Fares The Land. Penguin Press, 2010. P. 11-21.

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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.