

Honors College

Culture & Expression

Fall 2008

Professor Neil H. Donahue

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HUHC 013, H10: M 9:05-10:00 Monroe 142 (lect.); WF 9:05-10:00 Davison 101 (section)

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On the Contrary: Debate and the Structure of Western Culture

The theme of this semester's Culture & Expression is debate. Our theme reflects the excitement on campus in anticipation of the third Presidential debate in October 2008, by showing how debate structures or informs the development of Western culture from its origins to the present. The first reading *Dissoi Logoi*, which translates as "different words" or by extension, "opposing views," introduces the theme as a motif of ancient rhetoric. Thereafter, the notion of debate will figure differently throughout the semester in different works of literature (epic poetry, drama and narrative) and history, philosophy, and theology: indeed, the notion of debate sometimes functions in several ways in the same work. At the most obvious level, debate may appear directly and formally **as an argument in a single text, for instance**, between lovers (persuasion or seduction?), or perhaps between opposing strategies or plans of action (alliance or threat?), with each side presenting a set speech (what is known as forensic oratory). But debate might figure less explicitly, for instance as tensions among the **different discourses in a single text**, (some examples: between public and private spheres, between self and community, or between idealism and pragmatism). There are always discursive tensions (debate and dialogue) **between separate works** (what is known as **intertextuality**) as with Virgil's use of the *Odyssey* in the *Aeneid*, or Dante's use of the *Aeneid* in *The Divine Comedy*; or, finally, those various forms of textual and intertextual debate will yield to **debates between communities** (such as the Christian apologists engaging their pagan opponents) or **within a single individual** (philosophical "dialectic" that aims at changing our world views), or even **between different collective world views**, such as the Ancient Greeks and Romans, or the Ancient World and the Middle Ages. In other words, in C&E Fall 2008, great works (and great teachers, and great students) will inspire us to many levels and kinds of intellectual and literary engagement, ultimately rhetorical and always energetic, all of which offers a vantage point, a long view, onto our own culture in the present. Now our own epic journey begins!

Texts: The textbooks are available at the University Bookstore (see the general syllabus on the HUHC website for the list). The remaining works can be found on in Blackboard or on e-reserve.

General Requirements:

Attendance will be taken at Lecture and in Section: more than 4 absences can cost a letter grade. *Make sure I see you at lecture and in class -Give a wave!*

Attendance without the text (book or printout) will count as ½ absence.

Participation in section, which includes first 1 page writing assignment

Completion of reading assignments: bring book to class!

Three (3) short writing assignments (3-5 pages)

Individual meeting (after paper #2): bring papers and class/lecture notebook.

Midterm and final exams (short answer and essay)

Grading Policy:

Writing assignment +/- counts toward participation

Paper #1	10%	
Paper #2	15%	
Paper #3	20%	
Midterm / Final exams	20%	
Participation	15%	Includes individual meeting on your writing to date

The first writing assignment (as opposed to Paper #1) will be a one-page exercise that will count toward participation and help toward the completion of the subsequent three papers. Please bring corrected papers to required individual meeting with instructor.

Attendance includes the assigned texts, which must be brought to class! Attendance without the text will count as only partial 1/2 attendance. We will consult the book frequently and closely. Please remember that midterm and final exams will be based on the readings, section discussion and the lectures: you are responsible for terms, dates, characters, etc. that appear in discussion and lecture or in the readings.

Policy Notes:

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.

Schedule of Common Lectures and Section Meetings for HUHC 013, H10

	HUHC 013, H10	HUHC 011
Week 1	9:05	10:10
W 9/3	Section: Review of syllabus	Lecture: Prof. Trasciatti <i>Dissoi Logoi</i> + Intro of Instructors
F 9/5	Section discussion <i>Dissoi Logoi</i>	Section discussion <i>Dissoi Logoi</i>
Week 2		
M 9/8	Lecture: Prof. Frisina <i>Genesis</i>	Section discussion <i>Genesis</i>
W 9/10	Section discussion <i>Genesis</i> : Begin Homer <i>The Iliad</i>	Lecture: Prof. Frisina <i>Genesis</i>
F 9/12	<i>Genesis</i> : Begin Homer <i>The Iliad</i>	Section discussion
Week 3		
M 9/15	Lecture: Prof. Greaney Homer <i>The Iliad</i>	Section discussion Homer <i>The Iliad</i>
W 9/17	Section discussion Homer <i>The Iliad</i>	Lecture: Prof. Smith Homer <i>The Iliad</i>
F 9/19	Section discussion Homer <i>The Iliad</i>	Section discussion Homer <i>The Iliad</i>
Week 4		
M 9/22	Lecture: Prof. Brand Homer <i>The Odyssey</i>	Section discussion Homer <i>The Iliad</i>
W 9/24	Day of Dialogue event to be announced	
F 9/26	Section discussion Homer <i>The Odyssey</i>	Lecture: Prof. Donahue Homer <i>The Odyssey</i>
Week 5		
M 9/29	Lecture: Trasciatti & Dardis Plato <i>Symposium</i> / <i>Encomium</i>	Section discussion
W 10/1	Classes not in Session	
F 10/3	Section discussion Homer <i>The Odyssey</i> ; Begin: <i>The Oresteia</i>	Section discussion
Week 6		
M 10/6	Lecture: Prof. Donahue	Section discussion

	Aeschylus <i>The Oresteia Trilogy</i>	
W 10/8	Section discussion	Lecture: Prof. Limnatis
	Aeschylus: <i>The Oresteia Trilogy</i>	Plato <i>Phaedo</i>
F 10/13	Section discussion	Section discussion
	Aeschylus: <i>The Oresteia Trilogy</i>	Plato <i>Phaedo</i>
Week 7		
M 10/13	Lecture: Prof. Smith	Section discussion
	Aeschylus: <i>The Oresteia Trilogy</i>	
W 10/15	DEBATE DAY -- Classes not in Session	
F 10/17	Midterm Exam	Lecture: Prof. Dardis
		Lucretius: <i>The Way Things Are</i>
Week 8		
M 10/20	Lecture: Prof. Brand	Section Discussion
	Virgil <i>The Aeneid</i>	Section Discussion
W 10/22	Section discussion	Lecture: Prof. Greaney
	Virgil <i>The Aeneid</i>	Lucretius: <i>The Way Things Are</i>
F 10/24	Section discussion	Section discussion
	Virgil <i>The Aeneid</i>	
Week 9		
M 10/27	Lecture: Prof. Ferriss	Section discussion
	Virgil <i>The Aeneid</i>	
W 10/29	Section discussion	Lecture: Prof. Cobb
	Virgil <i>The Aeneid</i>	<i>New Testament</i>
F 10/31	Section discussion	Section discussion
	Virgil <i>The Aeneid</i>	<i>New Testament</i>
Week 10		
M 11/3	Lecture: Prof. Ferriss	Section discussion
	Ovid	
W 11/5	Section discussion	Lecture: Prof. Smith
	Ovid	Tacitus: <i>The Annals</i>
F 11/7	Section discussion	Section discussion
	Ovid	Tacitus: <i>The Annals</i>
Week 11		
M 11/10	Lecture: Prof. Lledo-Guillem	Section discussion
	Anon. <i>The Cid</i>	Tacitus: <i>The Annals</i>
W 11/12	Section discussion	Lecture: Prof. Cobb

F 11/14	Anon. <i>The Cid</i> Section discussion Anon. <i>The Cid</i>	Apologists / Pliny Section discussion
Week 12		
M 11/17	Lecture: Prof. Brand Dante <i>The Inferno</i>	Section discussion
W 11/19	Section discussion Dante <i>The Inferno</i>	Lecture: Prof. Slitt The Crusades
F 11/21	Section discussion Dante <i>The Inferno</i>	Section discussion
Week 13		
M 11/24	Lecture: Prof. Lledo-Guillem Dante <i>The Inferno</i>	Section discussion
W 11/26	Section discussion Dante <i>The Inferno</i>	Lecture: Prof. Dardis <i>Abelard & Heloise</i>
F 11/28	Thanksgiving Recess	
M 12/1	Lecture: Prof. Slitt Dante <i>The Inferno</i>	Section discussion
W 12/3	Section discussion Dante <i>The Inferno</i>	Lecture: Prof. Limnatis <i>Abelard & Heloise</i>
F 12/5	Section discussion Dante <i>The Inferno</i>	Section discussion
Week 15		
M 12/8	Lecture: Trasciatti Christine de Pisan: <i>City of Ladies</i>	Section discussion Christine de Pisan: <i>City of Ladies</i>
W 12/10	Section discussion Christine de Pisan: <i>City of Ladies</i>	Lecture: TBA

Review Session in Reading Days: TBA

Final Exam Monroe Lecture Hall (unless otherwise indicated by instructor)

W 12/17	HUHC 011	C & E Social Science	8:00-10:00 am
F 12/19	HUHC 013	C & E Humanities	8:00-10:00 am

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.