

**The Voice in Ancient and Medieval Cultures:
Getting Heard as Self and in Society**

CULTURE & EXPRESSION
(HUHC 11; Sections H10 & H11)

Instructor: Dr. John Teehan

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Office Hours: T 2:30-3:30; Th 10-11:00, and by appointment

Course Theme:

The use of spoken verbal language to communicate with others distinguishes humankind from its evolutionary predecessors as well as from other species (to some uncertain degree as we learn more about animal languages), and also occupies a central role in the development of community and culture, from the understanding of an individual's identity (in dialogue with one's self), to dialogues with others in family and community, to the articulation of philosophical and religious beliefs and the establishment of institutional structures that organize and link communities. These institutions in turn reflect shared beliefs and rituals, regional interests and topographies (also through the development of separate languages and dialects), family ties, needs and economies, along with shared histories and legacies, as chronicled in song and speech, stories and myths, and metaphysical inquiry or reflection. Voice gets used to identify one's self, to share thoughts, develop plans, persuade others, to entertain and amuse, to court and/or seduce, to plea or protect, threaten or defend, to interrogate and negotiate and ultimately to engage in life as a private and as a public person. This semester will examine how oral culture translates into written culture in the multiple dimensions of human inquiry and interaction that constitute culture and expression. Our discussions will range from the origins of the human species and language, to works of ancient Greek literature and culture in the oral tradition, both broadly epic and intimately lyrical (Homer and Sappho), to works of 'theological realism' (Dante) and militant protest in the vernacular Middle Ages. In each work the question of voice will provide a point of entry into the discrete and particular issues that define each work in its genre, historical period and society, and the position of the vocal individual.

Requirements:

Event Responses (2)—2 pp. each; 10%

Essays (Three chosen from the following options): 15%, 20%, 20%

 Essay #1 (required)—3 pp. on *Odyssey* and Hebrew Bible

 Essay #2—4-5 pp. on Greek Literature

 Essay #3—4-5 pp. on Christianity

 Essay #4—4-5 pp. Medieval Literature

Final Exam—25%

Participation—10%

Note that this part of your grade is *not* based solely on attendance—it is not enough simply to come to class! You must actively participate in our conversations. You are responsible for reading the materials closely for each session and coming to class prepared to discuss relevant issues. Your grade will reflect my assessment of your classroom contributions: if you never or rarely contribute to discussion, or if you simply respond to others' thoughts without furthering the class discussion, you can expect this

portion of your grade to be low. However, sheer quantity is not always beneficial when it comes to participation: if you contribute in unhelpful ways to discussion (e.g., your comments are disrespectful to others, reveal a lack of preparation for class, or are consistently off topic), 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 raise questions that help us think about a topic in a new and interesting way—you can expect your grade to be high. If class participation is not at an appropriate level, I reserve the right to administer quizzes related to the previous night's reading. Quiz grades will be factored into the participation grade.

Attendance:

As you must be present in order to participate, regular attendance is required. More than 3 absences will result in a one grade penalty; more than 6 absences will result in a failing grade (also note, 3 latenesses=1 absence). Participation is strongly encouraged and may be used to raise final grades.

—**N.B.** You are responsible to sign in with me at the Common Lecture in order to avoid being charged with an absence.

Grading Policy:

The following is a general guide to grades:

- A** indicates that your answer is thorough, detailed, shows a firm grasp of the concepts, but also demonstrates an understanding of the logic of the arguments and/or an ability to explain the material in a way that goes beyond what was presented in class.
- B** indicates that your answer is thorough, detailed, and shows a firm grasp of the concepts.
- C** indicates a general grasp of the material but insufficient detail and/or explanation of the arguments.
- D** indicates a deficient grasp of the material and insufficient detail and/or explanation of the arguments
- F** indicates your answer does not demonstrate an acceptable grasp of the material.

- N.B.** 1) The due dates for the assignments are listed on the syllabus. Late papers will be penalized. In some cases they will not be accepted. No paper will be accepted after one week from the due date. Papers **must** be submitted via Turnitin on Blackboard.
- 2) There are no re-writes; drafts, however, are welcomed.
 - 3) Spelling, grammar and style count toward your grade.
 - 4) The learning process requires an attitude of mutual respect from all those involved. Behavior which diminishes the learning/teaching process will not be tolerated (e.g. private conversations; eating in class; walking in after the lecture has begun; rude comments).
 - 5) All cell phones are to be turned off before class. There is absolutely no texting in class. Students found texting will have to surrender their cell phones or leave the classroom (and be charged an absence). Laptops **may not be used** in class. If you have a pressing, legitimate need for a laptop you must speak to me prior to bringing in your laptop.
 - 6) Be sure to check your emails. This will be my means of contacting you, as a class and individually.

Texts:To be purchased:

Homer. *The Odyssey*. Ed. Bernard Knox. Trans. Robert Fagles. New York: Penguin Classics. (Assignment: whole text. Introduction recommended, not required.)

Sophocles. *The Three Theban Plays: Antigone, Oedipus the King; Oedipus at Colonus*. Trans. Robert Fagles; Intro. B. Knox. Penguin Classics. (Assignment: Antigone, pp. 57-128.)

Plato. *Symposium*. Alexander Nehamas and Paul Woodruff, trans. Hackett Publishing Co; 1989 edition. (Assignment: whole text, pp. 1-77.)

Dante. *The Inferno*. Trans. Robert and Jean Hollander. Anchor. (Assignment: All cantos of the Inferno, with particular attention—for Prof. Lledo-Guillem’s lecture—to Canti IV, V, XV, XVIII and XXVI; for Professor Dardis’s lecture, several additional pages—TBD—from *Purgatorio* and Dante’s *Vita Nuova*.)

Chaucer, Geoffrey. *The Canterbury Tales*. Oxford Classics. (Assignment: The General Prologue, pp. 3-24; The Wife of Bath’s Prologue, 150-171, and The Wife of Bath’s Tale, 171-181.)

The Song of the Cid. Trans. Burton Raffel. New York: Penguin Classics, 2009. (Assignment: whole book.)

—All other Texts and Reading Assignments posted on Blackboard

Academic Honesty:

- Hofstra University Honor Code: “As a member of the Hofstra community I pledge to demonstrate integrity and ethical behavior in all aspects of my life, both inside and out of the classroom. I understand that I am accountable for everything I say and write. I will not misrepresent my academic work, nor will I give or receive unauthorized assistance for academic work. I agree to respect the rights of all members of the Hofstra community. I will be guided by the values expressed in the P.R.I.D.E Principles. I accept the responsibility to follow this Honor Code at all times.”
- Honor Code Short Form: “I pledge on my honor that I have done this work with honesty and integrity, without giving or receiving unauthorized assistance.”
- Academic Honesty: Plagiarism and other forms of academic dishonesty are serious ethical and professional infractions. For information regarding Hofstra’s statement of principles with respect to academic honesty, examples of violations, procedures for handling violations, as well as a student’s right to appeal a charge, see Faculty Policy Series #11 for undergraduate students (http://www.hofstra.edu/pdf/Faculty/Senate/senate_FPS_11.pdf)
- **N.B.** It is my policy that any violation of the Academic Policy will result in a failing grade, at least for the paper; a second violation will result in a failing grade for the course. All violations will be reported to the Provost’s Office.

Students with Disabilities:

If you believe you need accommodations for a disability, please contact Student Access Services (SAS). In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, qualified individuals with disabilities will not be discriminated against in any programs, or services available at Hofstra University. Individuals with disabilities are entitled to accommodations designed to facilitate full access to all programs and services. SAS is responsible for coordinating disability-related accommodations and will provide students with documented disabilities accommodation letters, as appropriate.

Please note that accommodations may require early planning and are not retroactive; please contact SAS as soon as possible. All students are responsible for providing accommodation letters to each instructor and for discussing with him or her the specific accommodations needed and how they can be best implemented in each course. For more information on services provided by the university and for submission of documentation, please contact Student Access Services, 107 Student Center, 516-463-7075.

Deadlines:

Please be mindful of University deadlines. See www.hofstra.edu/deadlines.

Incomplete Policy:

Hofstra's policies regarding Incomplete grades, default grades, and associated deadlines can be found in the Undergraduate and Graduate Studies Bulletins (<http://bulletin.hofstra.edu/>).

Notice on Campus Sexual Assault and Discriminatory Harassment:

University policy and federal laws such as Title IX, Title VI and the ADA make it clear that sexual violence and harassment based on any protected characteristic are strictly prohibited and are subject to standards of accountability at the University. If you or someone you know has been sexually assaulted or subjected to discriminatory harassment, the University offers multiple resources to support you and has policies and procedures to address these offenses. For more information, contact the University Title IX Coordinator, Jean Peden-Christodoulou, at 516-463-6815, Jean.C.PedenChristodoulou@hofstra.edu; the University Equal Rights & Opportunity Officer, Jennifer Mone, at 516-463-1800, eroo@hofstra.edu; or refer to the applicable University policy at www.hofstra.edu/eoe.

Schedule of General Lectures and Section Meetings

Lecture: Monroe 142, 11:10-12:05

Section: Brower 104, 12:15-1:10

- R 9/3 **Lecture (SS): Prof. Bennington on the Birth of Symbolic Thought**
Section discussion of Birth of Symbolic Thought
- T 9/8 **Lecture (H): Prof. Donahue on Homer's *Odyssey***
Section discussion, From Symbolic Thought to Homer's *Odyssey*

- R 9/10 **Lecture (H): Prof. Smith on Homer's *Odyssey***
Section discussion of Homer's *Odyssey*
- T 9/15 **Classes not in session**
- R 9/17 **Lecture (SS): Prof. Tan on Homer's *Odyssey***
Section discussion on Homer's *Odyssey*
- T 9/22 **Lecture (SS): Prof. Bennington on flood myths in the ancient world**
Section discussion of flood myths in the ancient world
- R 9/24 **Lecture (H): Prof. Mikics on The Hebrew Bible: Genesis**
Section discussion on *Genesis* and Flood Myths
- T 09/29 **Lecture (SS) Prof. Singer on The Hebrew Bible: Job**
Section discussion on *Job* (*First Essay Assigned*)
- R 10/01 **Lecture (H): Prof. Levine on The Hebrew Bible: Song of Songs**
Section discussion on *Job*
- T 10/06 **Lecture (SS): Prof. Singer on Sophocles' *Antigone***
Section discussion on Sophocles' *Antigone*
- R 10/08 **Lecture (H): Prof. Kozol on Sophocles' *Antigone***
Section discussion on Sophocles' *Antigone*
- T 10/13 **Lecture (H): Prof. Trasciatti on *Dissoi Logoi* & Gorgias' *Encomium***
Section discussion on *Dissoi Logoi*/*Gorgias* (*First Essay Due*)
- R 10/15 **Lecture (SS): Prof. Tan on the Hippocratic corpus**
Section Discussion on *Hippocratic corpus*
- T 10/20 **Lecture (H): Prof. Rich on Plato's *Symposium***
Section discussion on *Hippocratic corpus* and Plato's *Symposium*
- R 10/22 **Lecture (SS): Prof. Limnatis on Plato's *Symposium***
Section discussion on Plato's *Symposium* (*Second Essay Assigned*)
- T 10/27 **Lecture (H): Prof. Smith on Ovid's *Metamorphoses***
Section discussion on Plato's *Symposium*
- R 10/29 **Lecture (SS): Prof. Frisina on Paul's *Letter to the Galatians***
Section discussion on Paul's *Galatians*
- T 11/03 **Lecture (H): Prof. Kozol on Hildegard of Bingen**
Section discussion on Paul and Orthodoxy

- R 11/05 **Lecture (SS): Prof. Teehan on ‘Heretical Gospels’**
Section discussion on Alternative Christianities (*Second Essay Due*)
- T 11/10 **Lecture (H): Prof. Lledo-Guillem on *The Poem of El Cid***
Section discussion on ‘Heretical Gospels’
- R 11/12 **Lecture (SS): Prof. Dardis on Aquinas**
Section discussion on Aquinas
- T 11/17 **Lecture (H): Prof. Donahue on Dante’s *The Inferno***
Section discussion on Aquinas (*Third Essay Assigned*)
- R 11/19 **Lecture (SS): Prof. Dardis on Dante’s *The Inferno***
Section discussion on Dante’s *The Inferno*
- T 11/24 **Lecture (H): Prof. Lledo-Guillem on Dante’s *The Inferno***
Section discussion on Dante’s *The Inferno*
- R 11/26 **Thanksgiving (Classes not in session)**
- T 12/01 **Lecture (SS): Prof. Doubleday on Chaucer’s *Canterbury Tales***
Section discussion on Chaucer’s *Canterbury Tale* (*Third Essay Due*)
- R 12/03 **Lecture (H): Prof. Rich on Chaucer’s *Canterbury Tales***
Section discussion on Chaucer’s *Canterbury Tales* (*Fourth Essay Assigned*)
- T 12/08 **Lecture (SS): Prof. Doubleday on Joan of Arc**
Section discussion on Joan of Arc
- R 12/10 **Lecture (H): Prof. Trasciatti on Joan of Arc**
Review for Final Exam (*Fourth Essay Due*)
- T 12/17 Final Exam (Social Science) 10:30-12:30 am, Monroe Hall**

HCLAS General Education Learning Goals and Objectives

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 humanities ethically to investigate and analyze modes of expression.
- 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.