

CULTURE & EXPRESSION

Spring 2014

Professors: Bhogal, Eliot, Frisina, Kasimir, Lumnatis, Mangino, Terazawa (Social Sci: HUHC 012); Donahue, Fendrich, Harshbarger, Kozol, Krapp, Lorsch, Rich (Humanities - HUHC014)

The Ties That Bind:

Community and Conflict / Cohesion and Coercion in the Modern Period.

In the fall, through the theme of sickness and health, from the ancient world of Assyrian Mesopotamia, on into Hellenistic Greece and the Roman Empire through to the Middle Ages in Europe, we examined works that showed the vibrancy and tensions within relatively stable but changing social orders as new pressures began to be felt from the Crusades, increased travel and trade, repeated devastating bouts of the Plague, labor shortages, protests or rebellions, and intellectual curiosity and confidence. Those pressures for change, the new dynamism in society from multiple overlapping and compounding causes, created an urgency to questions of the social contract: what defines the relations in society between the individual and the community? What are the terms of a given social contract? Who does it include? What are its limits? Does it extend across divides of social class? How are social classes in turn defined and maintained? by income? by genealogy? by race? ethnicity? religion? Learning? Language? Culture?

This term we will examine the ways in which a given community in the modern period at different times defines itself by inclusions and exclusions, for some and against others, whether at home or abroad; inequalities create tensions and a dynamic for change that can surface in violent conflict, contestation or reconciliation, all forms of a fundamental (re-)negotiation of the social contract. Yet that re-negotiation does not just happen in the public sphere on the street or battlefield, or in the royal court or judicial courtroom, but rather also in the private sphere of individual life: in the family, in situations of intimacy, in emotions, in moments of personal reflection, based on desire or necessity, on idealism or pragmatism, in order to establish new relations and maintain old relations under new terms with others. Both the public manifestations and the private resonances of such changes reverberate in art and we will examine also how the genres of painting, drama, the novel, poetry and film register tensions of social change as they shape individual lives in memorable characters struggling to resist coercion and chaos, and to establish forms of cohesion in their community, and give shape to their own history and that of society.

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 that amplify or elaborate, challenge or critique the assigned texts and contexts, and/or the interpretation set forth in the lecture.

Honors College

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Culture & Expression

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Spring 2014

Office hours: M-F 9-5 by appointment. 243F East Library Wing, Axinn Library Tel. x5442

Texts: The assigned books are available at the University Bookstore. See the Book and Assignment List. Some assignments can be found in Blackboard, or on E-reserve, or on the Web.

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, includes lecture review presentation. **Note: no laptops in class!**

Completion of reading assignments: bring book to class!

Four (4) two-page lecture reviews/critiques = 8 pages total; two thesis papers, 3 and 4 pages.

Individual meeting (after thesis paper #1): bring papers and class/lecture notebook.

Midterm and final exams (short answer and essay)

Vocabulary quizzes for extra credit (total quiz score = additional 5% of grade)

Grading Policy:

Lecture Reviews 1-4 5% each = 20%

Paper #1 3 pages 10%

Paper #2 4 pages 20%

Midterm / Final exams 20% each = 40%

Participation 10% Includes individual meeting on your writing

Vocabulary 5%

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. Midterm and final exams will be based on the readings, discussion and lectures: **you are responsible for terms, dates, characters, etc. from discussion and lecture, and the readings. Be sure to take notes in lecture and section!**

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 014, H3 Tuesdays and Thursdays (T R)

LECTURE (Monroe 142: T R 11:10-12:05)

Humanities Section H3 Discussion (HUHC 013, H3; Breslin 202, 1:15-2:10)

Week 1	T 1/28	Lecture: Prof. Fendrich on Rousseau's <i>Second Discourse on Inequality</i> Section discussion: syllabus review and discussion of
	R 1/30	Lecture: Prof. Limnatis on Hobbes Section discussion: Rousseau's <i>Second Discourse on Inequality</i>
Week 2	T 2/4	Lecture: Prof. Donahue on <i>Lazarillo de Tormes</i> (1554) Section discussion: <i>Lazarillo de Tormes</i>
	R 2/6	Lecture: Prof. Frisina on Confucianism Section discussion: <i>Lazarillo de Tormes</i>
Week 3	T 2/11	Lecture: Prof. Rich on Shakespeare's <i>Richard II</i> Section discussion: Shakespeare's <i>Richard</i>
	R 2/13	Lecture: Prof. Bhogal on Sikh sacred poetry Section discussion: Shakespeare's <i>Richard</i>
Week 4	T 2/18	Lecture: Prof. Krapp on Beaumarchais <i>Marriage of Figaro</i> Section discussion: Beaumarchais <i>Marriage of Figaro</i>
	R 2/20	Lecture: Prof. Terazawa on <i>47 Ronin</i> Section discussion: Beaumarchais <i>Marriage of Figaro</i>
Week 5	T 2/25	Lecture: Prof. Kozol on the Mozart opera <i>Marriage of Figaro</i> Section discussion: Mozart opera <i>Marriage of Figaro</i>
	R 2/27	Lecture: Prof. Mangino on Karl Marx Section discussion: Mozart opera <i>Marriage of Figaro</i>
Week 6	T 3/04	Lecture: Prof. Harshbarger on Wordsworth Section: Wordsworth
	R 3/06	Lecture: Prof. Kasmir on Karl Marx Section discussion: Wordsworth
Week 7	T 3/11	Lecture: Prof. Harshbarger on radical Romanticism Section discussion: Shelley and radical Romanticism
	T 3/13	Lecture: Prof. Eliot on Darwin Section discussion: Midterm Exam !!!
Week 8	T 3/18	Spring Recess no classes
	R 3/20	Spring Recess no classes
Week 9	T 3/25	No Lecture: Cambridge Debating Society Section discussion: radical romanticism and Emily Dickinson
	R 3/27	Lecture: Prof. Frisina on Nietzsche Section discussion on radical romanticism and Emily Dickinson
Week 10	T 4/01	Lecture: Prof. Kozol on Emily Dickinson Section discussion: Emily Dickinson

	R 4/03	Lecture: Prof. Mangino on Emile Durkheim Section discussion: Emily Dickinson
Week 11	T 4/08	Lecture: Prof. Rich on Virginia Woolf's <i>Mrs. Dalloway</i> Section discussion: Virginia Woolf's <i>Mrs. Dalloway</i>
	R 4/10	Lecture: Prof. Limnatis on George Mead Section discussion: Virginia Woolf's <i>Mrs. Dalloway</i>
Week 13	T 4/15	No Classes.
	R 4/17	Lecture: Prof. Bhogal on Singh, <i>The Train to Pakistan</i> Section discussion: Virginia Woolf's <i>Mrs. Dalloway</i>
Week 14	T 4/22	Lecture: Prof. Fendrich on Andy Warhol Section discussion on Andy Warhol
	R 4/24	Lecture: Prof. Kasmir on critiques of mass culture / society Section discussion: Andy Warhol and Doctorow's <i>Book of Daniel</i>
Week 15	T 4/29	Lecture: Prof. Lorsch on Doctorow's <i>Book of Daniel</i> Section discussion: Doctorow's <i>Book of Daniel</i>
	R 5/01	Lecture: Prof. Eliot on traditions of Utilitarianism Section discussion: Doctorow's <i>Book of Daniel</i>
Week 15	T 5/06	Lecture: Prof. Lorsch on <i>My Beautiful Laundrette</i> (film) Section discussion: <i>My Beautiful Laundrette</i>

Review Session in Reading/Snow Days (5/08 and 5/9): TBA

Final Exam - Monroe Lecture Hall

T	5/14	HUHC 014	C & E Humanities	1:30 pm - 3:30 pm
R	5/16	HUHC 012	C & E Social Science	10:30 am - 12:30 pm

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.