

CULTURE & EXPRESSION

Spring 2011: HUHC 012 & HUHC 014

Professors: Ahr, Cox, Dardis, Frisina, Krapp, Pugliese, Rashid (Social Science - HUHC 012);
Carter, Donahue, Fendrich, Fizer, Harshbarger, Kozol, Murphy (Humanities - HUHC014)

Kid Stuff: The Child in Modernity and the Development of the Self

This semester will use the theme of childhood to explore the cultures of modernity in historical periods and places from the Renaissance to the present, and from 16th-century Spain to 21st-century America and the Middle East. Issues of childhood development will in turn implicate issues of our general human condition: how do we know? What do we know? How do we evaluate or place value upon what we know? How do we exercise or make use of that knowledge? And under what circumstances? Of course, the answers to those questions will change over time, under changing historical circumstances, and find different (re)presentations by different artists in genres from music to poetry to painting, folk tale to novel. The child figures as the vulnerable but resilient center of cultural conditions and influences that then reveal themselves most fully in the child or in relation to the child, such as the play of meaning in language or image, and the multiplicities (or duplicities) of interpretation; the exploitation of labor or the affects and rewards of work; the effect of environmental influences versus the innate or genetic traits; the relation to physical nature as an obstacle (nature) or ideal (Nature); the role of education, in different practices, or just the lack thereof; the effect of social status and class on the child; the influence of material wealth or deprivation, of health or hunger, on the child; the affect of fear and the origins of pathology; the function of belief in shaping values and a sense of morality; the relations of power in a family and in society as a whole; the rights of speech and action and the limits thereupon for the common good (or ill), etc. In other words, the child becomes a reflection of the values of society at the time and the flashpoint for the affects, often aggravated, of its widespread conditions and practices that adults might better understand and withstand. Ultimately, the development and representation of the child reflects the development and representation of society at large, and its relations, subservient or dominant, toward other nations and cultures. Our focus on the child will allow us to read broadly a given society and culture in historical contexts from multiple disciplinary perspectives.

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.

Honors College

Professor Neil H. Donahue

Office hours: M-F 9-5 by appointment.

Culture & Expression

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Spring 2012

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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 at the provided web-link.

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 formal presentation.

Completion of reading assignments: bring book to class!

Three (3) short writing assignments (2-3, 3-4, 5-6 pages)

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

Midterm and final exams (short answer and essay)

Grading Policy:

Paper #1	10%	3 pp.
Paper #2	15%	4 pp.
Paper #3	20%	5 pp.
Midterm / Final exams	20%	
Participation	15%	Includes individual meeting on your writing to date

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, section discussion and the lectures: you are responsible for terms, dates, characters, etc. that appear in discussion and lecture or in the readings. Be sure to take notes in lecture and in 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	R 1/26	Lecture: Prof. Cox on Childhood Section discussion: syllabus review and lecture
Week 2	T 1/31	Lecture: Prof. Donahue on <i>Lazarillo de Tormes</i> (anon. 1554) Section discussion: <i>Lazarillo de Tormes</i>
	R 2/2	Lecture: Prof. Dardis on John Locke Section discussion on <i>Lazarillo de Tormes</i>
Week 3	T 2/7	Lecture: Prof. Prof. Fendrich on J. J. Rousseau's <i>Emile</i> (1762) Section discussion on: Rousseau's <i>Emile</i>
	R 2/9	Lecture: Cox on John Locke Section discussion on Rousseau's <i>Emile</i>
Week 4	T 2/14	Lecture: Prof. Kozol on Mozart's <i>The Magic Flute</i> (1791) Section discussion on Mozart's <i>The Magic Flute</i>
	R 2/16	Lecture: Prof. Fizer on William Blake's <i>Songs of Innocence</i> (1789) and <i>Songs of Experience</i> (1794) Section discussion on Blake's <i>Songs</i>
Week 5	T 2/21	President's Day – No Classes
	R 2/23	Lecture: Prof. Harshbarger on Wordsworth's <i>The Prelude</i> (1799) Section discussion on Wordsworth's <i>The Prelude</i>
Week 6	T 2/28	Lecture: Prof. Cox on Darwin/ Haeckel Section discussion on Wordsworth's <i>The Prelude</i>
	R 3/01	Lecture: Prof. Harshbarger on Grimm's <i>Fairy Tales</i> Section discussion on <i>Grimm's Fairy Tales</i>
Week 7	T 3/06	Lecture: Prof. Krapp on Dostoyevsky Section discussion on <i>Grimm's Fairy Tales</i>
	R 3/08	Lecture: Prof. Dardis on Lewis Carroll Midterm Exam
Week 8	T 3/13	Lecture: Prof. Kozol on Lewis Carroll's <i>Alice in Wonderland</i> (1865) Section discussion on <i>Alice in Wonderland</i>
	R 3/15	Lecture: Prof. Pugliese on DeAmicis' <i>Heart</i> (1886) Section discussion on <i>Alice in Wonderland</i>
Week 9	T 3/20	Lecture: Prof. Murphy on Irish Folk Narratives Section discussion on <i>Alice in Wonderland</i> and Irish Folk Narratives
	R 3/22	Lecture: Prof. Frisina on John Dewey Section discussion: Irish Folk Narratives
Week 10	T 3/27	Lecture: Prof. Murphy on James Joyce's <i>Portrait of the Artist as a Young Man</i> (1914-15) Section discussion on <i>Portrait of the Artist</i>
	R 3/29	Lecture: Prof. Ahr: <i>Remarques' All Quiet on the Western Front</i> (1928) Section discussion on <i>Portrait of the Artist</i>

Week 11	T 4/03	Lecture: Prof. Fendrich on Cubism in painting Section discussion on Cubism
	R 4/05	Lecture: Prof. Carter on Stravinsky's <i>Petrushka</i> (1910-11) Section discussion on Cubism and Stravinsky (with a bit of Adorno)
Week 12	T 4/10	Spring Recess no classes
	R 4/12	Spring Recess no classes
Week 13	T 4/17	Lecture: Prof. Carter on Stravinsky's <i>The Rite of Spring</i> (1913) Section discussion on (Cubism and) Stravinsky
	R 4/19	Lecture: Prof. Pugliese on Di Donato's <i>Christ in Concrete</i> (1938) Section discussion on Stravinsky
Week 14	T 4/24	Lecture: Prof. Fizer on Virginia Woolf's <i>A Room of Her Own</i> (1929) Section discussion on Virginia Woolf's "A Room of One's Own"
Week 15	R 4/26	Lecture: Prof. Ahr on Peter Gay's <i>My German Question: Growing Up in Nazi Berlin</i> (1969) Section discussion on Woolf
	T 5/01	Lecture: Prof. Hussein on <i>The Autobiography of Malcolm X</i> (1965) Section discussion on Woolf and final paper topics.
Week 15	R 5/01	Lecture: Prof. Hussein on Ali, Wajahat. <i>The Domestic Crusaders</i> Section discussion: student presentations (3 minutes each)
	T 5/03	Lecture: Prof. Krapp on social media Section discussion: paper editing and exam review

Review Session in Reading Days (5/12 and 5/13): TBA

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

T	HUHC 012	C & E Social Science	1:30 pm - 3:30 pm
R	HUHC 014	C & E Humanities	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.