

Humanities 221: Western Humanities II T, Th 2:00-3:40 pm Spring 2007
Section 06 CRN 50577 Newton 206
Professor Celia Easton Office: Welles Hall 228b
Office hours SP-07 T, TH 9:00 am-11:15 am; TH 3:45-4:45 pm; Fridays, all day by
appointment.
Office phone: 585 245-5270
Home phone (never after 9:00 p.m.) 585 442-5716
Email: easton@geneseo.edu
Webpage: <http://www.geneseo.edu/~easton>
Geneseo Online Writing Guide: <http://writingguide.geneseo.edu>

Western Humanities II is a survey of texts from the 17th to the 20th centuries, representing a selection of readings in the history of ideas of the modern era. Here are the intended learning outcomes of this course:

1. Students will demonstrate knowledge of the contributions of significant Western thinkers to ongoing intellectual debate about moral, social, and political alternatives.
2. Students will demonstrate knowledge of the major trends and movements that have shaped and responded to this debate: e.g. monotheism, humanism, etc.
3. Students will demonstrate the ability to think critically about moral, social, and political arguments in the Western intellectual tradition, evaluating the logic of these arguments and relating them to the historical and cultural context.
4. Students will consider moral, social and political issues from an interdisciplinary perspective.

Required Texts:

John Locke, *Second Treatise of Government*

Jonathan Swift, *Gulliver's Travels*

Course-pack of American History Documents

Mary Shelley, *Frankenstein*

Karl Marx and Frederick Engels, *The Marx-Engels Reader*. Since M&E never wrote a "reader," when you write about their writings, refer to the title of the particular essay (e.g., "Estranged Labour" or "The Communist Manifesto"), not simply to the title of this collection.

Charles Dickens, *Hard Times*

Frederick Douglass, *Narrative of the Life of Frederick Douglass*

Virginia Woolf, *Mrs. Dalloway*

Sigmund Freud, *Civilization and its Discontents*

Primo Levi, *Survival in Auschwitz*

Accommodations

SUNY Geneseo will make reasonable accommodations for persons with documented physical, emotional, or learning disabilities. Students should notify the Director in the Office of Disability Services (Tabitha Buggie-Hunt, 105D Erwin, tbuggieh@geneseo.edu) and their individual faculty of any needed accommodations as early as possible in the semester.

READING ASSIGNMENTS: Prepare the assigned reading before coming to class. We will try to vary lecture and discussion format. There may be unannounced quizzes on the reading assignments as part of your "participation" grade.

Week	Tuesday	Thursday
1	1/16 "The English Civil War and the New Science"	1/18 READ Locke, <i>Second Treatise</i> ch. 1-5
2	1/23 READ Locke ch. 6-13	1/25 READ Locke ch. 14-19; lecture: "The Enlightenment"
3	1/30 READ Swift, <i>Gulliver's Travels</i> , Books 1 & 2.	2/1 READ Swift, <i>Gulliver's Travels</i> , Books 3 & 4.
4	2/6 "Declaration of Independence" and Federalist & Anti-Federalist Papers; U.S. Constitution; Martineau's "Political non-Existence"; Iroquois Constitution (Am Docs.)	2/8 Exam #1
5	2/13 Lecture: "Romanticism" READ Shelley (first half of <i>Frankenstein</i>)	2/15 READ Shelley (complete <i>Frankenstein</i>); read Lincoln (Am Docs), "Gettysburg Address" & "Second Inaugural"
6	2/20 READ Dickens, <i>Hard Times</i> , Book 1	2/22 "The Industrial Revolution" READ Dickens, <i>Hard Times</i> , Book 2 AND Engels, "Working Class Manchester"
7	2/27 READ <i>Hard Times</i> , Book 3	3/1 READ Engels, "Speech at the Graveside of Karl Marx" AND Engels, "The Origin of the Family, Private Property, and the State" ("The Family")
8	3/6 READ Marx, "Estranged Labour" (from the "Economic and Philosophic Manuscripts of 1844," pp. 70-81) FIRST PAPER DUE (you may leave this paper in my English Dept. mailbox as late as 1:00 p.m. on Friday 3/9/07 without penalty.)	3/8 Marx, "Manifesto of the Communist Party"
9	3/13 Spring Break	3/15 Spring Break
10	3/20 Lecture: "A History of Slavery"; Douglass, <i>Narrative</i> , first half.	3/22 Complete Douglass' <i>Narrative</i> and addenda in St. Martin's edition.
11	3/27 Exam #2	3/29 Lecture: "Modernism" and WWI
12	4/3 READ Woolf, <i>Mrs. Dalloway</i> (first half)	4/5 READ Woolf, <i>Mrs. Dalloway</i> (second half)
13	4/10 READ Freud, <i>Civilization and Its Discontents</i> , ch. 1-3	4/12 READ Freud, <i>Civilization and Its Discontents</i> , ch. 4-5
14	4/17 UNDERGRADUATE RESEARCH DAY. Classes do not meet. Please attend research presentations across campus.	4/19 READ Freud, <i>Civilization and Its Discontents</i> , ch. 6-8

15	4/24 Film: "Confessions of a Hitler Youth." DO NOT MISS THIS CLASS. SECOND PAPER DUE (you may leave this paper in my English Dept. mailbox as late as 1:00 p.m. on Friday 4/26/07 without penalty.)	4/26 READ Primo Levi, <i>Survival in Auschwitz</i>
15	5/1 COMPLETE Primo Levi, <i>Survival in Auschwitz</i> . Why are we ending here?	
FINAL EXAM	Check your exam schedule as soon as possible (January!) to ensure that you have no conflicts in your final exam schedule. I rarely make alternative arrangements for final exams without documented evidence of a legitimate need.	
	FINAL EXAM Friday May 4, 2007 from 12:00 noon – 3:00 pm in MILNE LIBRARY (you'll take this exam on laptops).	

To pass this course you must attempt all three exams and both papers. Please keep a back-up copy of both papers when you hand them in (either hard copy or electronic). If we disagree about whether or not you have turned in a paper, you should be able to produce a duplicate immediately.

Any act of plagiarism or cheating will result in a failing grade or zero on the assignment and notification of the Dean of Students. Here's what the College catalogue says about plagiarism:

Plagiarism is the representation of someone else's words or ideas as one's own, or the arrangement of someone else's material(s) as one's own. Such misrepresentation may be sufficient grounds for a student's receiving a grade of E for the paper or presentation involved or may result in an E being assigned as the final grade for the course.

Here's how librarians have expanded on that:

Any one of the following constitutes evidence of plagiarism:

1. direct quotation without identifying punctuation and citation of source;
2. paraphrase of expression or thought without proper attribution;
3. unacknowledged dependence upon a source in plan, organization, or argument.

Plagiarism includes using anyone else's ideas or words without giving him or her credit, whether the author is a fellow student, a published author, or a writer on the Internet. It doesn't matter how much you change the words if you are basically paraphrasing someone else's presentation. If you want to engage with or acknowledge someone else's ideas, include a clear and thorough citation. If you have any questions about plagiarism, feel free to speak with me. You will also find this Geneseo website useful: <http://library.geneseo.edu/research/plagiarism.shtml>

Instructions for writing papers and paper topics for this course:

Both papers for this course should be five (double-spaced) pages long, no less than 4 1/2 and no more than 6 pages. Papers considerably shorter than the target length are probably underdeveloped; if so, this will be reflected in your grade.

At <http://www.geneseo.edu/~easton/convhumpap.html> you will find a document discussing paper-writing strategies for Humanities students. This document is not a blueprint for writing a paper; rather, it is a lengthy reminder of what it means to write *analytical papers*. Your papers for this course should have a point to argue. You must determine what that argument is. I will provide you only with a topic about which to create an argument. You will develop your argument by pulling apart the texts we have studied, interpreting ideas and passages from those texts. Don't just display quotations. If you believe a passage should be quoted, you must accompany the quotation with an interpretive explanation (this is not summary). Your essays are not reports. Your essays are not summaries. Unless specifically directed to do so by the paper topic, you should not consult secondary sources for these essays. If you want to refer to comments made by an editor or translator, do so explicitly. E.g., "Robert Tucker asserts that when Marx and Engels write the *Manifesto*, they continue to reflect the 'positive humanism' found in the 1844 manuscripts" (Tucker, "Introduction," xxxi).

For general writing guidance, consult the SUNY Geneseo online writing guide (<http://writingguide.geneseo.edu/>) or a writing handbook. You may follow MLA or APA citation guidelines; just do so consistently.

You are always welcome to discuss your essays with me. I do not "pre-read" essays, but I will be happy to listen to you talk through your argument to test its coherence. Make friends with someone who is willing to trade drafts with you if you need proofreading help.

Topic for Paper #1

People in the 21st century continue to be influenced by the values of the past, including those of the Enlightenment and Romanticism. In this class, we talk about those ideas through analysis of authors whose own writings reflect particular values. For this essay, you need to select one writer we have read who reflects "Enlightenment" views **and** one who could be termed "Romantic" (you'll discuss two writers). Use their texts to define these terms throughout your essay. For example, if you want to claim that the period of the Enlightenment valued reason, you might cite Thomas Jefferson in the Declaration of Independence, analyzing the passages that reflect this view.

After you have selected your two representative authors, **pick one of the following 21st-century issues and argue whether you believe it would best be addressed by the values of the Enlightenment or those of Romanticism.** Note that I don't say "solved"—I don't expect miracles here. As you think about the topic, are you more of a Romantic or a person of the Enlightenment? You're going to focus only on a small part of your topic, something that is meaningful to you.

Remember, when you construct an argument, you argue *for* your side, but you acknowledge the opposition, demonstrating by argumentation why it is not as persuasive.

I highly recommend that you integrate your analysis of the representative texts throughout your essay rather than "getting them out of the way" at the beginning of the essay, then moving on to the 21st century topic. Obviously, you'll have to begin by explaining the sources of the terms you want to apply, but you don't want this paper to sound like two mini-essays.

Choose from these contemporary topics. You may consult recent newspaper or news magazines for further information, but you must cite your sources appropriately.

1. Peace in the Middle East
2. Energy and alternative fuels
3. Health care costs

4. Homelessness
5. U.S. race relations
6. Preserving old-forest trees
7. Fetal stem-cell research
8. Community-supported sports stadiums
9. "No Child Left Behind" school policies.
10. Campaign finance reform

Don't look for direct commentary. Although Dickens describes poor housing conditions, I don't want you to look for "what Dickens says" about homelessness. Your job is to derive what is "Romantic" about Dickens and thus decide whether or not that is a way of thinking that makes sense for considering housing—or stem cell research, political conflict, or economic crises.

Topic for Paper #2

Did the Ancients get it? One implication of this Humanities sequence is that some texts endure beyond their own time. Here's a chance to see how well some of the thinking from Humanities 220 has held up. Choose one of the following 19th and 20th-century authors and **write a letter**, AS THOUGH YOU WERE THAT AUTHOR, to one of the ancient authors. You'll need to carefully examine both books. Let the "modern" author comment on how well "ancient" thinking has held up over time, based on the observations in the modern book.

CHOOSE ONE "Modern"	CHOOSE ONE "Ancient"
Karl Marx	Sophocles— <i>Antigone</i>
Frederick Douglass	Plato— <i>The Republic</i>
Virginia Woolf	Thucydides— <i>History of the Peloponnesian War</i>
Sigmund Freud	Dante-- <i>Inferno</i>
Primo Levi	

While you may not have read all the authors in the right-hand column, you are bound to have read at least one.

How do you write this letter? The modern writer must make multiple references to his or her own work in comparison to or in contrast with an idea promoted by one of the Humanities I authors. As you read the modern authors, you'll realize that some of them draw these comparisons themselves: Primo Levi, for example, frequently refers to Dante's *Inferno* as he describes his survival in the Auschwitz death camp. But you are doing more than looking for allusions to earlier works. Take, for example, Thucydides' view on human nature. What would Frederick Douglass say about this view? What experiences does Douglass relate in his *Narrative* that help you to conclude how he would read Thucydides?

Late paper policy:

Talk to me if you are having trouble getting your paper in on time. If you have good reason, I may partially waive the late penalty. 1-24 hours late, -3 points; 25-48 hours late, -6 points; 49-72 hours late, -9 points; 73-96 hours late, -12 points; 97-120 hours late, -15 points; 121-144 hours late, -18 points, 145-168 hours late, -21 points. >7 days late, not accepted for credit without excuse certified by the Dean of Students' office (this includes the Counseling center).

Grading:

To receive an "A" on a paper or exam, you must do excellent work in all these areas: original thinking, organization, logic, clear analysis, and presentation of grammar and mechanics. I consider a grade of "B" a very good grade for work that is shy of excellent. Students who earn C's and D's fall short in

these areas. In particular, they often fail to have a thesis, i.e., an arguable point, and they fill their essays with summary rather than analysis. Visit the Writing Learning Center on the second floor of Welles for help in any of these areas. See the English Department Secretary, Ms. Michele Feeley (245-5273), for information about walk-in hours and appointments.

Numerical Grade Translation

A:94-100; A-:91-93
 B+:88-90; B:84-87; B-:81-83
 C+:78-80; C:74-77; C-:71-73
 D+:68-70; D:64-67; D-:61-63
 E: 60 and below

How your grade is calculated for this course:

Participation 5%
 Essay 1 18%
 Essay 2 18%
 Exam 1 19%
 Exam 2 19%
 Final Exam 21%

**Spring 2007 Semester
 Class Schedule for Final Week**
 Showing Time Blocks for Instruction or Exams
Note: ALL CLASSES ARE TO MEET DURING THIS WEEK
at dates and times assigned below

	Thursday May 3	Friday May 4	Monday May 7	Tuesday May 8	Wednesday May 9
8:00-11:00 am	MWF 9:30-10:20	A1 TR 8:30-9:45	B1 MWF 10:30-11:20	C1 MWF 8:30-9:20	D1 TR 9:55-11:10
12:00-3:00 pm	MWF 1:30-2:20	A2 TR 2:00-3:15	B2 MWF 11:30-12:20	C2 MWF 12:30-1:20	D2 TR 11:20-12:35
3:30-6:30 pm	MWF 2:30-3:20	A3 TR 3:25-4:40 TR 4:00-5:15	B3 MW 3:30-4:45 4:00-5:15	C3 MW 5:00-6:15	D3 TR 5:00-6:15
6:45-9:45 pm	T 6:00-8:30 T 7:00-9:30 & SOE grad courses (Tues only) that start at or after 5:00 PM	A4 TR 6:00-7:15 TR 7:00-8:15 R 6:00-8:30 R 7:00-9:30 & SOE grad courses (TR & R only) that start at or after 5:00 PM	B4 W 6:00-8:30 W 7:00-9:30 & SOE grad courses (Wed only) that start at or after 5:00 PM	C4 MW 6:00-7:15 MW 7:00-8:15 M 6:00-8:30 M 7:00-9:30 & SOE grad courses (MW & W only) that start at or after 5:00 PM	D4

Note: English 205 Proficiency Exam is Scheduled Friday, April 27, 2007 from 5:00-8:00 pm in Newton 202

Instructional periods and final examinations will be held during this week. Class sessions for this final week will be determined by the "DAY & TIME" printed in the Master Schedule of Course Offerings. Late afternoon and evening classes which normally begin at 6:00 pm or later will hold exams during the 6:45-9:45 pm time slot according to the schedule above (note that 2 1/2 hour Wednesday evening classes will meet on Monday, May 7th). All classes meet during this week for instruction and/or exams. Graduate students should check with their major department regarding exam schedules. All exceptions must be approved in advance by the Dean of the College.

Day classes held in time modules which are different from the "Standard" ones above should use the exam time which contains the beginning time of the initial weekly meeting of the class, (e.g., a 2-3:30 T class would meet with Block B2 on Friday, May 4, from 12:00 pm to 3:00 pm; a 10:15 TR class would meet with Block E1 on Wednesday, May 9, from 8:00 am to 11:00 am.) During the final week, classes will be held in the same rooms in which they have been meeting during the semester.

Since the Final Class Examination Schedule is determined by regular class meeting times, students, insofar as possible, should avoid enrolling in class sections, including late afternoon and evening classes, which meet at times which would cause them to have three or four examinations on the same day.