

EIGHTEENTH AND NINETEENTH-CENTURY CULTURES (HUMN 201)

MASTER SYLLABUS

Individual instructors may publish addenda for use in their sections.

Fall Semester 2009

Milligan College

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Course Description

Eighteenth and Nineteenth-Century Cultures (HUMN 201) is a logical, chronological, curricular, and philosophical extension of the Milligan College freshman humanities experience. Beginning around 1715, the curriculum deals with the development of Enlightenment ideals, the French Revolution, and the development of a romantic reaction against those ideals, manifested in the growing nationalism of the late nineteenth century.

A study of the history, arts, and ideas of the western world in the eighteenth and nineteenth centuries continues to examine the ultimate questions that were raised in Ancient and Medieval Cultures (HUMN 101) and Renaissance and Early Modern Cultures (HUMN 102):

1. What does it mean to be fully human?
2. Who is God and how does a person know God?
3. What responsibilities do we, as both a part of creation and stewards of it, have to the rest of the created order?
4. How do we relate to fellow human beings?
5. How do we answer life's inescapable questions—of love, hate, belonging, meaning, vocation, death?

Course Format

This is a four-hour course. Each week we will spend one hour in a large lecture session (Thursday, 9:30-10:30) and three hours in small discussion sections (Monday, Wednesday, and Friday). The lecture sessions expose students to film, music, and presentations by the humanities faculty and guest lecturers. The small sections allow for discussion of issues that the lecture material and the assigned readings raise. For the first three unit tests* we will use the entire Thursday* time slot from 9:30 – 10:50.*

Attending all classes, reading all the assigned material, taking all the tests, and completing the writing assignments are the *minimum* work expected. An average student should plan to invest a minimum of eight hours a week (two hours outside class for each classroom hour) in humanities study in order to receive a grade of C. A and B grades will most likely require additional time and competency.

Evaluation/Grading Policy

Instructors will evaluate student work on the basis of four tests, participation in section meetings, and writing exercises, which may include a journal, in-class writing, quizzes, and other written responses to the curriculum. The instructors will weigh the tests and writing assignments, arriving at a grade based upon an average of the grades. Writing exercises and class participation will constitute 20% of the final grade, and each test will be worth 20% of the final grade, unless the

instructors adopt alternative policies, which they will distribute in written form. A few, but certainly not all, of the criteria by which your professors will evaluate work are as follows.

- The student must know the basic information that is presented in the texts, lectures, and films.
- The student should understand how this basic information fits into the broader patterns of human life and activity.
- The student must be able to organize information into a contextual and coherent whole.
- The superior student will accomplish this task with some originality.
- Regurgitation is not as important as incisive thought, but it is better than nothing.
- Test answers should conform to proper spelling, grammar, and organization.

Letter grades reflect the following standards:

A = superior, excellent

B = good, above average

C = average, fulfills basic requirements

D = poor

F = failure, unacceptable

A student cannot receive a passing grade without completing all the requirements for the course. Missing a test without prior consultation with the professor will result in an automatic “0” for that test.

Attendance Policy

The sophomore year offers an opportunity for young adults to assume responsibility for their own study discipline. The sophomore humanities faculty will, at least initially, be less directive about attendance than was the experience of freshmen. However, the humanities faculty reserve the right to take attendance at any time. Because the faculty never regard attendance at lectures and section meetings as optional, absence can negatively affect a grade, and excessive absences can result in a failing grade.

Absence from a class session involves a loss in learning opportunity for which nothing can compensate, and will necessarily affect a student’s accomplishments. Although legitimate reasons for absence occasionally arise, absence in no way relieves the student from the responsibility of mastering the content of the missed class sessions.

Learning Outcomes

The humanities curriculum introduces some of the great minds and great talent of the past in order to provoke thought on how such thought and action have shaped—and continue to shape—the modern world.

The outcomes of the program include:

1. the ability to read texts critically, to discern their presuppositions and implications, and to evaluate intelligently their effectiveness;
2. the discovery and identification of the student’s *a priori* assumptions that color interpretation of texts;
3. the ability to recognize and appreciate different literary and artistic forms, to perceive how form and content are related, and to recognize the interconnections among academic disciplines;
4. an abiding awareness of how the present is linked to the past through formative ideas and events of Western—and to a lesser degree of non-Western—civilizations;
5. the ability to write effectively, utilizing the conventions of standard written English.

A Word about Plagiarism

Appropriating someone else's language or ideas, and passing them off as one's own, is academic theft. Thou shalt not steal. Certainly it is commendable to consult reliable, authoritative sources, but honest students, in presenting others' phrases or original thought, make proper attribution. Direct quotation or re-presentation of someone else's ideas requires proper citation.

Those who plagiarize at Milligan College cheapen the diploma of every graduate. Therefore, the punishment for plagiarism is severe. Faculty members who discover plagiarism confront the offending student personally. A copy of the charge of plagiarism, with documentation, goes to the student's permanent file in the office of the academic dean. Plagiarized work receives a zero. Punishment for plagiarism begins, as a minimum, with a "zero" for the assignment, and can incur failure of the entire course, suspension, and expulsion from Milligan College.

Cell Phones and Laptop Computers

Electronic etiquette: Never should a student's use of electronic media be a distraction to other students, nor a personal diversion from the academic subject matter at hand. Instructors will inform their students of policies regarding the use of laptop computers in discussion sections. For the Thursday lecture periods and the discussion sections cell phones must be turned off, unless the student has received explicit permission from an instructor.

Reading Assignments and Classroom Discussions

Students should regard the "Daily Schedule" (below) as a guide for classroom preparation. Specifically, this means:

1. Students should come to class prepared to participate in the discussion of the material that is scheduled for that day. This means that students take personal responsibility to have access to the assigned texts, be they hard copies printed in books and handouts, or electronically accessible texts.
2. Because some reading assignments are lengthy (*Candide*, *Faust*, *Adam Bede*, for example), the student *must* begin reading them well before the discussion date.
3. Assignments to read a particular writer on a particular day will include page numbers. Frequently the page numbers in *Norton* include prefatory material about the author's life, times, and career. Conscientious students will read this material as well as the poetry, essay, short story, or novel that follows.

Disabilities

Milligan College provides reasonable accommodations for students with disabilities. To receive accommodations, students must make a formal request according to the policy outlined on pages 29-30 of the current college catalog. Once your request has been evaluated, a list of accommodations will be prepared for distribution to your professors. If you have additional questions, please contact Traci Smith, director of disability services. You may contact her by phone (8981), email (tjsmith@milligan.edu) or appointment in the McMahan Student Center.

Texts and Resources

- Angel. All students enrolled in HUMN 201 will be enrolled in Angel and will be able to access the syllabus, *Readings in Sophomore Humanities*, and other course materials.
- Chopin, Kate. *“A Pair of Silk Stockings” and Other Stories*. Mineola, N.Y.: Dover, 1996.
- Cook, R. *et al*, eds., *Readings in Sophomore Humanities*. Milligan College, Tenn.: FOB Press, 2006. Note: *Readings in Sophomore Humanities* (hereafter cited as *Readings*) is available in a print version at the bookstore and electronically in Angel. **It is also accessible on the Milligan College website.** Go to the home page and choose Academics. Choose Areas of Learning. Scroll down and choose Humane Learning. Scroll down. On the left-hand column choose Humanities 201 Readings under Humane Learning.
- Eliot, George. *Adam Bede*. Oxford: Oxford University Press, 1996.
- Flaubert, Gustave, *Three Tales*. Mineola, N.Y.: Dover, 2004.
- Ibsen, Henrik. *A Doll’s House*. Mineola, N.Y.: Dover, 1992.
- Kagan, Donald, Steven Ozment, and Frank M. Turner. *The Western Heritage. Volume II: Since 1648*, Ninth Edition. Upper Saddle River, N.J.: Prentice Hall, 2001.
- Kaufmann, Walter, trans. *Goethe’s Faust*. New York: Anchor Books. 1961.
- Lawall, Sarah, gen. ed. *The Norton Anthology: Western Literature. Volume II*. Eighth edition. New York: W. W. Norton & Company, 2005.
- Marien, Mary Warner and William Fleming, eds., *Fleming’s Arts & Ideas*. Tenth edition. Thomson-Wadsworth. 2005.
- Mead Composition* notebook or its equivalent. Consult instructor.

Daily Schedule

Unit I: The Enlightenment and Its Critique

WEEK ONE

- W Aug 19 Introductory Matters / Maps of Europe and North America
- R Aug 20 Lectures:
- a. “Introduction to the Age of Reason” – Prof. Ted N. Thomas
 - b. “Eighteenth-Century Satire” – Prof. Jack Knowles
- F Aug 21 Discussion: Kagan, Donald, Steven Ozment, and Frank M. Turner. *The Western Heritage. Volume II: Since 1648*, Ninth Edition. Upper Saddle River, N.J.: Prentice Hall, 2001 (hereafter referred to as “WH”), Chapter 17, pp. 548-571, “The Age of the Enlightenment”

WEEK TWO

- M Aug 24 Discussion:
- a. Alexander Pope, “An Essay on Man” in Lawall, Sarah, gen. ed. *The Norton Anthology: Western Literature. Volume II*. Eighth edition. New York: W. W. Norton & Company, 2005 (hereafter cited as “Norton”), pp. 347-349, 368-374.
 - b. Denis Diderot, excerpts from *The Encyclopedia* to be found in Cook *et al*, eds., *Readings in Sophomore Humanities*. Milligan College, TN: FOB Press, 2007 (hereafter cited as *Readings*).
- W Aug 26 Discussion:
- a. Jonathan Swift, “A Modest Proposal,” in Norton, pp. 289-291, 341-347;
 - b. and excerpts from *Gulliver’s Travels*, Part IV, Chapters 5-6; pp. 309-317 in Norton.
- R Aug 27 Lecture:
- a. “Introduction to Classical Music” –Prof. Kellie Brown
 - b. “The American Revolution” –Prof. Tim Dillon
- For Prof. Dillon’s lecture, read *The Declaration of Independence* in *Readings*. Begin reading Voltaire’s *Candide* in *Norton*, pp. 375-438.
- F Aug 28 Discussion:
WH, “The American Revolution and Europe,” pp. 535-542.

WEEK THREE

- M Aug 31 Discussion:
- a. WH, Chapter 17, “Enlightened Absolutism,” pp. 580-591.
 - b. Jean-Jacques Rousseau, excerpts from *The Social Contract* in *Sophomore Readings*
- W Sep 2 Discussion: John Locke’s *Essay Concerning Human Understanding*, Book 2, Chapter 1, “Of Ideas in General, and their Original,” paragraphs 1-8, 23-25 in *Readings*.

- R Sep 3 Lectures:
- a. “Religions of the Heart” –Prof. Ted N. Thomas. Please come to the lecture having read John Wesley, “The Almost Christian” in *Readings*.
 - b. “The Epistemologies of David Hume and Immanuel Kant” –Prof. Philip D. Kenneson
- F Sep 4 Discussion:
- a. *WH*, pp. 571-575, “Enlightenment Women”
 - b. Mary Wollstonecraft, “A Vindication of the Rights of Woman” in *Readings*, pp. 46-57.

WEEK FOUR

- M Sep 7 Discussion: François-Marie Arouet de Voltaire, *Candide, or Optimism* in *Norton*, pp. 375-438.
- W Sep 9 Discussion: Marien, Mary Warner, ed., *Fleming’s Arts & Ideas*. Ninth Edition. Fort Worth: Harcourt Brace College Publisher, 2005 (hereafter cited as *Fleming*), Chapter 16, “The Enlightenment,” pp. 434-457.
- R Sep 10 Unit I Examination on “The Enlightenment and Its Critique”

Unit II: Romanticism, Revolution and Reaction

- F Sep 11 Discussion: *Fleming*, Chapter 17, “Neoclassicism,” pp. 458-472; *WH*, Chapter 18, “The Crisis of the French Monarchy,” pp. 592-596.

WEEK FIVE

- M Sep 14 Discussion: *WH*, Chapter 18, “The Revolution of 1789,” “The Reconstruction of France,” pp. 596-609.
Begin reading Johann Wolfgang Goethe, *Faust*.
- W Sep 16 Discussion: *WH*, Chapter 18, “The End of the Monarchy: A Second Revolution,” “Europe at War with the Revolution,” “The Reign of Terror,” “The Thermidorian Reaction,” pp. 609-625.
- R Sep 17 a. “The French Revolution” – Prof. Ted N. Thomas
b. “The Early American Republic” –Prof. Tim Dillon
- F Sep 18 Discussion: Johann Wolfgang von Goethe, *Faust*, pp. 69-257.

WEEK SIX

- M Sep 21 Discussion: Goethe, *Faust*, pp. 257-421.
Continue reading *Faust*. Begin *Adam Bede*.
- W Sep 23 Discussion: Goethe, *Faust*, pp. 421-503.

- R Sep 24 Lectures:
 a. “Romanticism in Music” – Prof. Kellie Brown
 b. “Romanticism in the Visual Arts” – Prof. Nick Blosser
- F Sep 25 Discussion: *Fleming*, Chapter 18, “The Romantic Style,” pp. 480-495, 498-513.

WEEK SEVEN

- M Sep 28 Discussion: *WH*, Chapter 19, pp. 626-642, “Napoleon”
 Continue reading *Adam Bede*.
- W Sep 30 Discussion: Robert Burns, “To a Mouse,” and “To a Louse” in *Readings*.
- R Oct 1 Fall Break
 Take *Adam Bede* on break. Read, read, read.
- F Oct 2 Fall Break

WEEK EIGHT

- M Oct 5 Discussion: William Blake, *Norton*, pp. 683-685, “Holy Thursday” (688), “The Chimney Sweeper” (688), “London” (691), “The Chimney Sweeper” (692); and “The Clod and the Pebble” and “Holy Thursday II,” the last two found in *Readings*.
- W Oct 7 Discussion: William Wordsworth, *Norton* (pp. 693-695), “Tintern Abbey” (696), “Ode on Intimations of Immortality” (699), “The World Is Too Much With Us” (704); and “We Are Seven” in *Readings*.
- R Oct 8 Lectures:
 a. “Wordsworth and the English Romantics” – Prof. Ruth McDowell Cook
 Bring *Norton* to the lecture.
 b. “Nineteenth Century Decorative Arts” –Prof. Kenny Suit
- F Oct 9 Discussion: Samuel Taylor Coleridge, *Rime of the Ancient Mariner* in *Readings*.

WEEK NINE

- M Oct 12 Discussion: Percy Bysshe Shelley, *Norton*, pp. 748-749, “Ode to the West Wind” (751), “A Defense of Poetry” (753-754).
- W Oct 14 Discussion: John Keats, *Norton*, pp. 755-756, “Ode on a Grecian Urn” (759-60), “Ode on Melancholy,” “To Autumn.”
 Continue reading *Adam Bede*.
- R Oct 15 Unit II Examination on “Romanticism, Revolution and Reaction”

**Unit III: Conservative Retrenchment and Cultural Revolutions
 (Industrial, National, Intellectual)**

- F Oct 16 Discussion: *WH*, Chapter 21, pp. 688-701, “Economic Advances, Social Unrest”

WEEK TEN

- M Oct 19 Discussion: George Eliot, *Adam Bede*. Books 1 and 2
Complete reading of *Adam Bede*.
- W Oct 21 Discussion: George Eliot, *Adam Bede*, Books 3 and 4
- R Oct 22 Lectures:
a. “The Victorian Novel and *Adam Bede*” – Prof. Ruth McDowell Cook
b. “Charles Darwin and Darwinism” – Prof. Michael Whitney
- F Oct 23 Discussion: George Eliot, *Adam Bede*, Books 5 and 6

WEEK ELEVEN

- M Oct 26 Discussion: Alfred Tennyson, *Norton*, pp. 820-822, “Ulysses,” 822; excerpts from “*In Memoriam A. H. H.*” Read sections 1, 2, 3, 7, 10, 19, 54, 55, 56, 106 in *Norton*, pp. 825-843.
- W Oct 28 Discussion:
a. Robert Browning, *Norton*: pp. 843-845, “My Last Duchess,” 845; and “Soliloquy of the Spanish Cloister;” and “Porphyria’s Lover” in *Readings*.
b. Elizabeth Barrett Browning, excerpt from *Aurora Leigh* and “Sonnet 43” from *Sonnets from the Portuguese* in *Readings*.
- R Oct 29 Lectures:
a. “Great Victorian Poets” – Prof. Ruth McDowell Cook. For Prof. Cook’s lecture, read Matthew Arnold’s “Dover Beach” in *Readings*.
b. “Who Needs Moral Theories?” – Prof. Philip D. Kenneson
- F Oct 30 Discussion: *WH*, Chapter 21, pp. 702-721, “Problems of Crime and Order, Classical Economics, Early Socialism,” and “1848: Year of Revolutions”

WEEK TWELVE

- M Nov 2 Discussion: Henry David Thoreau, “Civil Disobedience,” in *Readings*.
- W Nov 4 Discussion:
a. Emily Dickinson, *Norton* pp. 986-987; poems numbered 258, 435, 585, 657, 1129; and selections in *Readings*. (Consult section leader.)
b. Walt Whitman, *Norton*, pp. 916-917; from *Song of Myself*, sections 1, 4, 7, 16, and 24; and selections in *Readings*. (Consult section leader.)
- R Nov 5 Unit III examination on “Conservative Retrenchment and Cultural Revolutions”

Unit IV: Independence, Imperialism, and Intellectual Ferment

- F Nov 6 Discussion: Fleming, Chapter 19, pp. 514-529.

WEEK THIRTEEN

- M Nov 9 Discussion: Frederick Douglass, *Norton*, pp. 856-884 and *WH*, pp. 722-727.
- W Nov 11 Discussion:
 a. Gustave Flaubert, “A Simple Heart” in Gustave Flaubert, *Three Tales* (Mineola, N.Y.: Dover, 2004)
 b. Mark Twain, “A True Story” in *Readings*.
- R Nov 12 Lectures:
 a. “The Unifications of Italy and Germany” – Prof. Ted N. Thomas
 b. “The U.S. Civil War” – Prof. Tim Dillon
- F Nov 13 Discussion: “The Crimean War; Reforms in the Ottoman Empire; Italian Unification; German Unification” in *WH*, Chapter 22, pp. 730-742

WEEK FOURTEEN

- M Nov 16 Discussion: Gerard Manley Hopkins in *Readings*
- W Nov 18 Discussion: Thomas Hardy in *Readings*.
 Begin reading Henrik Ibsen, *A Doll's House*
- R Nov 19 Lectures:
 a. “Impressionism” –Prof. Nick Blosser
 b. “Late Nineteenth Century Performing Arts” –Prof. Kenny Suit
- F Nov 20 Discussion: Fleming, Chapter 19, pp. 529-547.

WEEK FIFTEEN

- M Nov 23 Discussion: *WH*, pp. 743-758
- W Nov 25 Thanksgiving Break
- R Nov 26 Thanksgiving Break
- F Nov 27 Thanksgiving Break

WEEK SIXTEEN

- M Nov 30 Thanksgiving Break
- W Dec 2 Discussion: Kate Chopin, “Desirée’s Baby” and “The Dream of an Hour” in Chopin, *A Pair of Silk Stockings and Other Stories*
- R Dec 3 Lectures:
 a. “Late Nineteenth Century Feminist Literature” –Prof. Ruth McDowell Cook
 b. “Romantic Nationalism and Imperialism” –Prof. Tim Dillon
- F Dec 4 Discussion: Henrik Ibsen, *A Doll's House* (Dover)

WEEK SEVENTEEN

M Dec 7 Final Examination, 4:00 – 6:00 p.m.