

HUMDAVIDSON

the humanities program, teaching, and research in the humanities at Davidson College

SYLLABUS

Humanities 103-104 syllabus (static version) 2017-18

Denham et al.

Connections and Conflicts: Revolution.

basic questions • learning outcomes • background • people • credits • attendance • access and accommodation • religious observance • the honor code • how this course works • when and where • grading and assessment • readings and other things, including books to purchase •

some basic questions that will guide us.

What is the humanities?

What is a revolution?

Given an artifact (text, image, event, artwork, ...), what do we need to know to understand it? And how might we choose to act based on such understanding?

some of what we will learn (sometimes these kinds of lists are called learning outcomes):

- to understand and appreciate a wide array of humanistic texts, including things like music, novels, paintings, poetry, films, theater, sculptures, buildings, and digital

media;

- to observe patterns and create compelling connections between seemingly disparate texts;
- to recognize and articulate observations about change through time—of social structures; cultural production; values, attitudes, or beliefs; and other examples of human creative and imaginative work;
- to read texts (of all sorts) closely and critically for analytic and rhetorical purposes.
- to make fair and effective use of the work of others.
- to draft and revise arguments.
- to draw upon multimodal and archival resources (visual, auditory, textual, digital) to serve specific rhetorical goals.
- to speak and write with precision and persuasion;
- to read more carefully and critically;
- to use our minds with discipline and creativity;
- to work both individually and collaboratively in ways that demonstrate both leadership for others in the course and service to others in the course.

background

The Humanities program was established in 1962 as a synthetic, interdisciplinary approach to liberal education that combined formal lectures and smaller discussion groups in a survey of key texts. The current course offering, Connections and Conflicts in the Humanities I and II (HUM 103 and 104), engages critically key texts and artifacts from the Western tradition and beyond, reaching out to diverse cultures. For each year, there will be a particular theme that we will bring to bear for all the things we study. In 2017-18, the theme is revolution.

Why study the music, art, literature, philosophy, history, and sacred texts of cultures we know and inhabit as well as artifacts of cultures from distant chronological and geographical places that might be alien to our own? At Davidson, we believe that a liberal arts education requires a balance of courses from across the disciplines, including the humanities, in order for our graduates to have the greatest impact in their post-Davidson worlds. In the humanities, one can find a massive repository of ideas concerning the human experience. Some of the ideas will get expressed using words, others by using musical sounds, or dancers on a stage, or paint on a canvas,

or celluloid flickers on a screen, or by objects in a space.

You will hear and see the course referred to as Humes, HUMS, HUM, and humanities. It is referenced online generally as #HumDqavidson. We call it “Humes.” There is a HumanitiesAtDavidson [twitter feed](#). Check it out.

people

The course is collaborative and team-taught, with plenary lectures by both the humanities faculty teaching the course and by other scholars and artists from Davidson and beyond. Some visiting scholars and artists will also take part in discussions and workshops.

faculty

fall

Randy Ingram

Anne Wills

Scott Denham, chair

Rizwan Zamir

spring

Amanda Ewington

Burkhard Henke

Scott Denham, chair

Rizwan Zamir

Refer to each professor’s home page for office hours and other information.

Our administrative assistant is Kathryn Perez. Her office is in the Carolina Inn. Kathryn helps organize events and takes care of finances for us.

fellows

The course includes Davidson Humanities Fellows, ten veteran students dedicated specifically to the course as writing tutors, discussion leaders, project organizers, tech helpers, research advisors, van drivers, and activities conveners. They are

trained writing tutors and have a tutors room (Carolina Inn 224) as a space for working with students in the course; they can also meet at other convenient venues—in the library, over coffee at Summit, in the Union or Wall. The Humanities Fellows are the backbone of the Humes community of teaching and learning in the course. The Fellows immerse themselves fully in the course, attending all the course meetings and doing all the readings alongside the students in the course. Four second-year and third-year Fellows and two senior Fellows work in the course each semester.

Humes fellows for 2017-18 are, for the full year,

Anmar Jerjees

Vita Dadoo Lomeli

in the fall

Meghan Rankins

Ellie Kincaid

Sam Giberga

Giacomo Eisler

in the spring

Michael Robertson

Haley Hamblin

Itziri Gonzalez-Baracenas

Liz Small

credits

This two-semester course is open only to first-year students and will meet three times a week for 75 minutes (Tuesday and Thursday early mornings, and again Thursday late afternoons); the additional meeting time will yield additional course credit. The course also meets extra periods. Completing both HUM 103 and 104 will earn a student three course credits, with some caveats. Successful completion of HUM 103 will bring with it two course credits, although students who withdraw from the HUM 103/104 survey after completing only HUM 103 will receive only one course credit and will satisfy no graduation requirements.

Students who complete HUM 104 will receive one course credit and satisfy these three graduation requirements: the WRI 101 requirement and two Ways of Knowing requirements, one in historical thought and one in literary studies, creative writing, and rhetoric. Because the two semesters together constitute a single course, a grade of incomplete (I) will be given after the first semester, although students will receive notification from their instructors about their performance throughout and at the end of both semesters.

attendance

Attendance is required and expected at all assigned course meetings or activities. This includes lectures and discussion sessions, meetings with fellows, field trips, required performances or other lectures outside the course. Some scheduling conflicts are unavoidable. Look at the schedule and mark on this google attendance sheet all absences; include upcoming absences, as soon as you know of them. Any unexcused absences will hurt your grade. Excused or qualified absences are for college-sponsored activities like participation in athletics, arts performances, field trips for other courses, and the like. Other excused absences are for illness or personal matters (including religious observance) that cause you to miss a course meeting; you must let your instructor or fellow know beforehand with a brief note and note that absence on the sheet.

access and accommodation

Davidson College values the diversity of its community and is an equal access institution that admits otherwise qualified applicants without regard to disability. The college seeks to accommodate requests for accommodations related to disability that are determined to be reasonable and do not compromise the integrity of a program or curriculum. To make such a request or to begin a conversation about a possible request, please contact Beth Bleil, Director of Academic Access and Disability Resources, in the Center for Teaching and Learning by visiting her office in the E.H. Little Library, by emailing her at bebleil@davidson.edu, or by calling 704-894-2129. It is best to submit accommodation requests within the drop/add period; however, requests can be made at any time in the semester. Please keep in mind that accommodations are not retroactive.

religious observance

Should there be a conflict between any class session, activity, or assignment and a religious holiday or observance, let the instructors know in advance and we will arrange a way for you to do your work in a way that does not interfere with religious observance. Such observance warrants a excused absence when necessary. Add that information to the [google attendance sheet](#).

the honor code

Far from being a simple pen-and-ink statement, Davidson's Honor Code is a declaration by the entire college community that the honorable course is the most just, and therefore the best.

Students benefit from a unique set of freedoms when they sign the Honor Code: from the prevalence of take-home tests and unproctored, self-scheduled final exams to campus announcements that seek to reunite found belongings and money with the people who lost them, the privileges of the Honor Code are numerous, but its true impact is much deeper.

In essence, the Honor Code grants the college community confidence in the words and actions of others in a way that permeates every aspect of campus life. Trust between students, faculty, and staff enriches the widespread collaboration that commonly occurs across disciplines and at every level of college leadership. The Honor Code deepens bonds between students and encourages a sense of personal responsibility that extends beyond the classroom and into the lives of leadership and learning that students will pursue after graduation.

The Honor Code remains one of Davidson's most cherished traditions, with its beginnings dating to the college's formation in 1837. A student-run honor system has existed at Davidson for more than 100 years, and the Honor Council has existed in its current form since its inception in 1959 at the behest of John Wells Kuykendall '59, then student body president of the senior class and eventual President of Davidson College from 1984 to 1997.

The spirit of the pledge students make upon entering their first year helps engender an atmosphere of trust. Every signature helps sustain a climate of freedom and further secures the commitment to academic honesty and social responsibility that characterizes a Davidson education.

Each Davidson student is honor bound to refrain from stealing, lying about College business, and cheating on academic work. Stealing is the intentional taking of any property without right or permission. Lying is intentional misrepresentation of any form. Cheating is any practice, method, or assistance, whether explicitly forbidden or unmentioned, that involves any degree of dishonesty, fraud, or deceit. Cheating includes plagiarism, which is representing another's ideas or words as one's own. Additional guidelines for each class may be determined by its professor; each Davidson student is responsible for knowing and adhering to them. Each student is responsible for learning and observing appropriate documentation of another's work. Each Davidson student is honor bound to report immediately all violations of the Honor Code of which the student has first-hand knowledge; failure to do so is itself a violation of the Honor Code. All students, faculty, and other employees of Davidson College are responsible for familiarity with and support of the Honor Code. Any student, faculty member, administrative officer, employee, or guest of the College may charge a student with a violation of the Honor Code. Charges are presented to the Dean of Students and at the Dean's discretion must be signed. If the Dean determines that further proceedings are warranted by the Honor Council, he or she will prepare a formal charge. Hearings, administrative conferences and other proceedings regarding alleged violations of the Honor Code shall be conducted pursuant to the Code of Disciplinary Procedures.

and pledge

On my honor I have neither given nor received unauthorized information regarding this work, I have followed and will continue to observe all regulations regarding it, and I am unaware of any violation of the Honor Code by others.

More detail on the honor code is [here](#).

how this course works

We have designed this humanities course around a broad theme—revolution—and specific units. Each faculty member directs one three-week unit each semester. Each unit has one key artifact (text, moment, event, idea) at its center, around which we have gathered supplementary texts, ideas, and concepts to help answer the key question: what do I need to know to understand this artifact. Lectures serve to provide context, history, and background for the key artifact and supplementary texts. Other lectures by visitors, external performances, gallery visits, fieldtrips, supplement the course as a whole, sometimes in ways very specifically relevant to the unit, but more generally as an example of the theme of revolution in some other context. 2017 is the 100th anniversary of the Bolshevik Revolution—one of the most pivotal events in the twentieth century—so we are able to take advantage of a broad series of events on campus that highlight revolution in all sorts of ways. See the “revolution & ...” series of events here. Many of these are required as part of our course.

Reading and writing in the course follows a regular cycle. You are each randomly assigned to one of four discussion sections with one of the faculty members; you keep the same discussion section all semester, but we will assign new sections for the second semester. Fellows rotate among sections every three weeks. Each three-week unit requires substantial reading leading up to a written blog or forum post, due normally on Sunday at 5:00pm. Instructors, fellows, and students all read and comment on those by Monday at 5:00pm. This online discussion work prepares us for substantive discussion in class on Tuesdays. We post again—a smaller assignment—by Wednesday at 5:00pm, in preparation for class—usually discussion—on Thursday morning. Thursday afternoons are normally lectures. In your small group with a fellows, one hour per week (to be scheduled; these begin second week), you will focus on more specific aspects of the readings and discussion, plan your writing, perhaps focus on smaller group assignments. So: substantial reading and writing between Fridays and Mondays, discussion Tuesdays, reflective writing, re-reading or modest reading Wednesdays, discussion Thursday mornings, and lectures on Thursday afternoons to prepare you for the next week’s readings. While you receive feedback on these regular weekend and mid-week posts, this writing is not assessed.

At the same time, each three-week unit entails a specific writing assignment for assessment (“a paper”), due normally on the last Friday of each unit at 5:00pm. Those assignments focus on specific skills necessary for your intellectual and scholarly life at Davidson, for example: discerning arguments, comparing arguments, managing scope, describing claims, assessing claims, making claims, demonstrating accurate and fair use of the work of others. These assignments are assessed, normally not with a letter grade but with substantive comment by both a fellow and a faculty member (normally your discussion leader, but not always), and sometimes by one or two of your classmates. You will receive a specific prompt for each of these papers, normally at least ten days before the due date, depending on the scope of the assignment. In some instances you will revise these papers after peer review and discussion with classmates, fellows, and faculty.

when and where

We meet

- Tuesday mornings 8:15 – 9:30
- Thursday mornings 8:15 – 9:30
- Thursday afternoons 3:05 – 4:20
- one hour a week required with a fellows in smaller groups for more discussion and work on writing, or one on one for specific work on your writing, to be scheduled;
- at occasional performances, exhibitions, shows, films, and fieldtrips, both on campus and in Charlotte;
- For an extended, required fieldtrip to Revolutionary War sites in South Carolina January 10 – 15. Mark your calendars. The expenses for this trip and other trips, including tickets, travel, room, and board are paid for by the course.
- optionally, at Humes Lunch, a weekly casual lunch on Wednesdays from 11:30 – 1:30 in the Carolina Inn. There will be a twenty spots available each week for sign up, 10 in the 11:30 hour and 10 in the 12:30 hour. Humes Lunch begins on 9/30. Kathryn will send an rsvp email.

The schedule lists the up-to-date details about meetings. General meetings and lectures are normally in Hance, though we may try some meetings in the McKay Artium in Wall.

Discussion section meetings are held in these rooms:

Ingram, Chambers 1015

Wills, Chambers 1045

Zamir, Chambers 2196

Denham, Chambers B022

Fellow meetings will be scheduled. You will be assigned to one of 12 different weekly meeting times, time and place tba.

grading and assessment

Students in the course receive lots of feedback and criticism on writing and also carry out both self assessments and peer assessments of their work in discussion and with fellows. Grades in the course come only at the end of the year, in May. Students receive 3 letter grades, one each for the three requirements satisfied by the course: (1) the writing requirement and the ways of knowing requirements in both (2) literature, creative writing, and rhetoric and (3) in historical thought. These grades are based one quarter on the eight papers that happen at the end of each three-week unit; one half on participation in discussion, both on-line (the many posts) and in class and fellows meetings, including various projects; and one quarter on a substantive portfolio of revised and new written or creative individual work. There will be a practice portfolio due in December. That will be assessed by peers, fellows, and instructors and students receive a status grade for that work. That grade gives a sense of what students are doing well, what needs more work and focus, and comments from peers, fellows, and instructors provide specific feedback for improvement. This holistic system of constant interaction, conversation, and feedback, peer review, discussion of each others work and ideas, targeted writing assignments that are revised for the portfolio, and periodic self-assessment is designed to focus attention and care on the processes of reading, discussing, and writing *for each other about ideas that matter*, and to get away from performative, achievement oriented writing detached from an audience or an ongoing discourse. Success in the course depends on *demonstrable commitment* to the project of learning together about the ideas, texts, artifacts, and problems in the syllabus. Much of that work happens in the required blog posts and in the faculty-led and fellow-led discussion sections.

readings, texts, books

There are many and varied readings and artifacts in the course. Books to purchase are available in the college store. Not all are in at this point, but most are for the first couple months. Buy them.

- Wayne Booth et al., *The Craft of Research*
- Bullock, Brody, Weinberg, *The Little Seagull Handbook*
- Jonathan Rieder, *The Gospel of Freedom*
- Mary Wollstonecraft, *Vindication of the Rights of Woman* (on order as of 8/21)
also available free on Project Gutenberg [here](#) and as a pdf [here](#).
- Peter Schneider, *The Wall Jumper*
- Susan Sontag, *On Photography*
- Susan Sontag, *Regarding the Pain of Others*
- Elif Shafak, *The Forty Rules of Love* (on order as of 8/21)

Other texts, artifacts, images, videos, etc. are linked under the resources tab. Generally they are stored in these [dropbox folders](#) accessible only to course participants.

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SCHEDULE

8/22 TUESDAY MORNING • HANCE

Opening session: welcome, introductions, who we are and why we are doing this, faculty, fellows, students. What is the humanities?

- Explanation of the course and the syllabus. Guidelines, expectations, key moments coming up.
- Questions?
- Visit from Beth Bleil, from Academic Access and Disability Resources Office (maybe, if she can make it; maybe Thursday instead).
- Login instructions for the course pages.

for Thursday

What is revolution?

READ for Thursday, Lewis Lapham, “Crowd Control” in Lapham’s Quarterly, *Revolutions*, 17-25. (This text is in the bookstore and also available online [here](#).)

WRITE posts on Lapham, “Crowd Control” due Wednesday by 5:00pm.

READ (after 5:00pm) for Thursday all the posts in your section and comment on at least three posts or replies, by midnight.

This will be a normal part of the weekly rhythm in our course: modest readings on Tuesday and Wednesday, comments on the readings by Wednesday at 5 and reading and brief comments on those posts in your sections before bedtime on

Wednesday night.

8/24 THURSDAY MORNING • IN YOUR DISCUSSION SECTIONS

all classrooms in Chambers

Ingram 1015

Wills 1045

Zamir 2196

Denham B022

First discussions: Lapham, your posts, key ideas. Methods – Logistics – getting to know each other – using your posts, fellows responses to your posts.

(Fellows will be taking notes and will post brief summaries of each discussion to the full group after each section meeting.)

Note that Humes Fellows will be in sections. Their job is to listen well, take notes and post a brief summary of key ideas and topics soon after class. Those notes—just a paragraph or so—will be posted to the top-level discussion category. Their notes may also include questions for the course, other ideas of their own sparked by the discussion, commentary. They won't name individual contributors or participants without permission. Fellows will rotate through sections at least every three weeks, some may float among sections more often.

8/24 THURSDAY AFTERNOON • HANCE

Public lecture

Professor Ingram, “The humanities, revolution, and the example of King’s ‘Letter from Birmingham Jail’”

... for next week, over the weekend ...

READ Martin Luther King, Jr. “Letter from Birmingham Jail” (Rieder, 169-185). (We’ll be reading and re-reading this text all year.) Note there are three texts for Tuesday: Rieder (for background and context), King, Lapham.

READ and **WRITE** on Jonathan Rieder, *Gospel of Freedom*, Chapter 1 (3-44) Post by 5pm Sunday. See the prompt here for specifics. Post in your section only by clicking the category box for your section. (Though everyone can read and comment in all the sections.)

This will be the normal cycle over the Thursday-to-Tuesday part of the week: a reading assignment with a specific writing assignment for the post, due on your discussion section's blog by Sunday at 5:00pm.

Faculty and fellows will comment by Monday at 5:00pm. You may comment on any post in any section at any time. But mainly comment in your section after faculty and fellows have posted Monday before Monday evening. Individual prompts may have specific requirements. Those are linked under discussion posts / discussion groups and assignments / ...

READ faculty and fellows responses to the posts in your section; have a look at the other sections if you'd like. **WRITE** at least three comments on posts or replies or other comments in your discussion group. By Monday night at midnight.

8/29 TUESDAY MORNING • IN YOUR DISCUSSION SECTIONS

Discussions of King's Letter and Rieder's introduction, based on your posts and all of our responses.

READ for Thursday morning Martin Luther King, Jr. "Letter from Birmingham Jail" (169-185) again; and Jonathan Rieder, *Gospel of Freedom*, Chapters 2 and 3 (47-100). **WRITE** your posts on King and Rieder by Wednesday at 5:00pm. Specific guidelines in section on Tuesday or here.

THURSDAY MORNING • IN DISCUSSION SECTIONS

More MKL's "Letter" carrying over from Tuesday and your brief follow-up posts on Tuesday's discussions, as well as brief notes on Rieder's chapters 2 and 3 (about 50 pages).

READ for Thursday afternoon discussion these three brief Op-Ed pieces: David Brooks, “The Crisis of Western Civ”; Mark Lilla, “The Liberal Crackup,” (this is behind a paywall, but see the dropbox) and Chad Wellmon, “For Moral Clarity, Don’t Look to Universities” (all also in the dropbox). No posts on these, but bring printed copies with your handwritten notes on the paper copies. Write in the margin of each essay one question you would like to ask the author. (And you can ask Prof. Wellmon questions when he joins us for the day on Oct. 19 as Epes Distinguished Lecturer in the Humanities.)

8/31 THURSDAY AFTERNOON • IN YOUR DISCUSSION SECTIONS

David Brooks, “The Crisis of Western Civ”; Mark Lilla, “The Liberal Crackup,” and Chad Wellmon, “For Moral Clarity, Don’t Look to Universities.” Bring your marked-up printed copies to section.

Go to this gallery talk and opening: <http://www.davidsoncollegeartgalleries.org/lenin-lives/>

Panel Discussion: with guest artists, moderated by Roman Utkin, Assistant Professor of Russian Studies
Thursday, August 31, 6pm
Semans Lecture Hall, Belk Visual Art Center

Opening Reception
Thursday, August 31, 7-8:30pm
Belk Visual Art Center

Required.

READ for Tuesday 9/5 Plato, “The Allegory of the Cave,” from Republic VII; Henry David Thoreau, “Civil Disobedience”

WRITE for Tuesday your posts by Sunday at 5:00pm. Respond and comments after Monday at 5:00.

9/5 TUESDAY MORNING • IN YOUR DISCUSSION SECTIONS

Plato and Thoreau.

READ for Thursday morning.

Erasmus, excerpts from De Copia; Silva Rhetoricae;

John Milton from Paradise Lost (Lapham's Quarterly 113-115);

William Shakespeare from Julius Caesar;

Jonathan Rieder, Gospel of Freedom, Epilogue (157-164)

WRITE by Wednesday 5:00pm your posts on these readings. Specifics from your instructors and TBA.

9/7 THURSDAY MORNING • IN YOUR DISCUSSION SECTIONS

Erasmus, excerpts from De Copia; Silva Rhetoricae; John Milton from Paradise Lost (Lapham's Quarterly 113-115); William Shakespeare from Julius Caesar; Jonathan Rieder, Gospel of Freedom, Epilogue (157-164)

READ for Thursday afternoon

Malcolm X's Ballot of the Bullet

Steven Biko on consciousness

9/7 THURSDAY AFTERNOON • IN HANCE

Public lecture. Prof. Devyn Spence Benson, "Breaking Dichotomies: Are Civil Rights and Black Nationalism Mutually Exclusive?"

watch/read Soy Cuba (1964) and "How to Read a Film"

Posts by Sunday at 5, second wave of posts Monday evening, as usual.

one on one meetings with fellows this week re paper 1

weeks of 9/4 and 9/11 — fieldtrip with Fellows in small groups to the Levine Museum in Charlotte

9/12 TUESDAY MORNING • IN DISCUSSION SECTIONS

Soy Cuba

9/14 THURSDAY MORNING • WRITING WORKSHOP ON YOUR DRAFTS

in small groups

9/14 THURSDAY AFTERNOON • PEER REVIEW (ALSO WITH FELLOWS ALL WEEK)

9/15 FRIDAY PROJECT 1 DUE AT 5:00 PM

9/19 TUESDAY MORNING • HANCE

Public Lecture

Prof. Anne Blue Wills, “Reading A. van der Weel, ‘The Order of the Book’ (2011) and ‘Codex Quest’”

9/21 THURSDAY MORNING AND AFTERNOON

Discussion: M. Wollstonecraft, *A Vindication of the Rights of Woman* (1792) and Rare Book Room visit to see Diderot, *L'encyclopédie*. We will trade off; two sections will visit RBR in the morning while other sections discuss VRW. Then in the afternoon, the sections will switch.

READ for Tuesday Margaret Sanger, “Family Limitation”

WRITE your post by Sunday at 5:00, follow up posts Monday evening before midnight, as usual.

9/26 TUESDAY MORNING • HANCE

public lecture, Prof. Wills, on Margaret Sanger

9/27 Wednesday 7:30 pm • Hance

Public lecture and symposium What is the Humanities?

all hands on deck — definitions, questions, definitional problems (more on this to come)

9/28 THURSDAY MORNING • IN SECTIONS

discussion of Sanger

9/28 THURSDAY AFTERNOON • HANCE

Public lecture Prof. Nina Serebrennikov “Painting women, women painting.”

one on one meetings with fellows this week re paper 2

10/3 TUESDAY MORNING • IN SECTIONS

Griswold v. Connecticut (1965)

10/5 THURSDAY MORNING

responses to Griswold v Connecticut

10/5 THURSDAY AFTERNOON

Public Lecture Prof. Carol Quillen

10/6 FRIDAY 5:00PM – PAPER 2 DUE

10/10 TUESDAY NO CLASS FALL BREAK

Read over break Susan Sontag, *On Photography*.

10/12 THURSDAY MORNING • HANCE

taking stock / peer evaluation / self evaluation / course evaluation

10/12 THURSDAY AFTERNOON • HANCE

Public Lecture Prof. Scott Denham “How to look at photographs of the Berlin Wall.”

READ for Tuesday:

Wall images; Sontag, *On Photography*; • Havel, “Turning Away from Abstraction” (in Lapham, 80) • Ho Chi Minh, “The Party is All” (in Lapham, 102) • Karl Marx & Friedrich Engels, “The Bourgeois Revolution” from “The Communist Manifesto” (in Lapham, 42)

WRITE posts by Sunday at 5:00, responses before bedtime Monday as usual.

10/17 TUESDAY • IN DISCUSSION SECTIONS

Sontag *On Photography*

10/19 THURSDAY MORNING • HANCE

Wall images. One minute presentations.

10/19 THURSDAY AFTERNOON • HANCE

Roundtable with Chad Wellmon

10/19 THURSDAY EVENING • HANCE

Hansford M. Epes Distinguished Lectureship in the Humanities

Prof. Chad Wellmon (Univ of Virginia), “Permanent Crisis: The Humanities in a

Disenchanted Age”

READ Sontag, *Regarding the Pain of Others*

posts and responses as usual Sunday and Monday

10/24 TUESDAY MORNING • IN DISCUSSION SECTIONS

Wellmon.

10/26 THURSDAY MORNING • IN DISCUSSION GROUPS

Regarding the pain of others.

10/26 THURSDAY AFTERNOON • IN MCKAY ATRIUM

Wall images and American images. Regarding the pain of others.

Each student curates one image for one minute. Students read their texts.

One minute presentations by students; images on the video wall.

READ Peter Schneider, *The Wall Jumper* for Tuesday

posts and responses as usual Sunday and Monday

10/31 TUESDAY MORNING • IN DISCUSSION GROUPS

Peter Schneider and images in narrative regarding the pain of others.

11/2 THURSDAY MORNING • IN SECTIONS

writing workshops/peer review

11/2 THURSDAY AFTERNOON • HANCE

Public Lecture

Prof. Dáša Mortensen China's Great Proletarian Cultural Revolution (1966-1976)

11/3 FRIDAY PAPER 3 DUE AT 5:00PM

11/3 & 11/4 FRIDAY AND SATURDAY, *THE DRAGON DFPH*

details to follow ... but we will get seats for you, attendance required, either Friday or Saturday

for 11/7 **READ**

Harry Oldmeadow, "Dharma Bums: Beats, Hippies, and the Counter-Culture" from *Journeys East: 20th Century Encounters with Eastern Religious Traditions*

Mark Sedgwick, "Sufism Meets the New Age" from *Western Sufism: From the Abbasids to the New Age*

WRITE posts by Sunday at 5:00pm. Comments & replies after Monday at 5:00pm.

11/7 TUESDAY MORNING

Encounters with Rumi: Connections and Conflict

Session 1: The Sixties Spiritual Revolution and Sufism

READ 1. Harry Oldmeadow, "Dharma Bums: Beats, Hippies, and the Counter-Culture" from *Journeys East: 20th Century Encounters with Eastern Religious Traditions*

2. Mark Sedgwick, "Sufism Meets the New Age" from *Western Sufism: From the Abbasids to the New Age*

11/9 THURSDAY MORNING

Oldmeadow and Sedgwick, continued.

start to **READ** Elif Shafak, *The Forty Rules of Love* (which we discuss first on 11/30); read and reread this novel over the next couple weeks

11/9 THURSDAY AFTERNOON • HANCE

Public Lecture, Prof. Rizwan Zamir

“Rumi: A Global Phenomenon”

(Preparation for this lecture TBA.)

for Tuesday morning **READ**

Annemarie Schimmel, “A Life of Learning” (Charles Homer Haskins Lecture)

2. “Mystical Poetry in Islam: The Case of Maulana Jalaluddin Rumi” Religion and Literature 20:1, 1988, 67-80

3. Selected translations of Rumi by Annemarie Schimmel

WRITE your posts by Sunday at 5:00pm. comments, replies, responses Monday after 5:00pm.

11/14 TUESDAY MORNING • IN DISCUSSION SECTIONS

Interpreters of Rumi (I): Annemarie Schimmel

Readings:

1. Annemarie Schimmel, “A Life of Learning” (Charles Homer Haskins Lecture)

2. “Mystical Poetry in Islam: The Case of Maulana Jalaluddin Rumi” Religion and Literature 20:1, 1988, 67-80

3. Selected translations of Rumi by Annemarie Schimmel

11/16 THURSDAY MORNING • IN DISCUSSION SECTIONS

Interpreters of Rumi (II): Coleman Barks

Preparation:

1. Videos: <http://ow.ly/z2zp30ezN3I> & <http://ow.ly/1RJ830ezNas>

2. Selected translations of Rumi by Coleman Barks from The Essential Rumi & The Illuminated Rumi

11/16 THURSDAY AFTERNOON • IN DISCUSSION SECTIONS

Interpreters of Rumi (III): Kabir Helminski & Camille Helminski

Preparation:

1. Videos: <http://ow.ly/zvUg30ezNjn> & <http://ow.ly/umF230ezNpE>
2. Selected translations of Rumi by Kabir Helminski

look at the assignment for 11/30 in the afternoon

for Tuesday morning **READ/WATCH**

1. Videos: <http://ow.ly/gbDC30ezO74><http://ow.ly/gbDC30ezO74>
2. Seyyed Hossein Nasr, “Rumi and the Sufi Tradition” from Islamic Art and Spirituality
3. William Chittick, “Rumi and the Wooden Leg of Reason” from *In Search of the Lost Horizon*
4. Selected translations of Rumi by Seyyed Hossein Nasr and William Chittick

[11/21 and 11/23 harvest holiday break no class this week]

11/28 TUESDAY MORNING • IN DISCUSSION SECTIONS

Interpreters of Rumi (IV): Seyyed Hossein Nasr & William Chittick

1. Videos: <http://ow.ly/gbDC30ezO74>
2. Seyyed Hossein Nasr, “Rumi and the Sufi Tradition” from Islamic Art and Spirituality
3. William Chittick, “Rumi and the Wooden Leg of Reason” from *In Search of the Lost Horizon*
4. Selected translations of Rumi by Seyyed Hossein Nasr and William Chittick

for 11/30 **READ** Elif Shafak, *The Forty Rules of Love* (Right at the beginning of this unit the participants will have started reading this book, and must have finished it before this session)

11/30 THURSDAY MORNING • IN DISCUSSION SECTIONS

Imagining Rumi (and Shams)

Preparation:

Elif Shafak, *The Forty Rules of Love* (Right at the beginning of this unit the participants will have started reading this book, and must have finished it before

this session)

11/30 THURSDAY AFTERNOON • IN DISCUSSION SECTIONS

A Question-Library Workshop

For this session the participants will formulate a well thought-out question inspired by our study in this unit, will research their question and in this session will report their findings and the process by which they arrived there.

READ for Tuesday

1. Selections from Me & Rumi: The Autobiography of Shams-i Tabriz
2. Selections from The Signs of the Unseen
3. The first poem of Mathnawi

12/5 TUESDAY MORNING • IN SECTIONS

Rumi's Encounter with Shams-i Tabriz

Preparation:

1. Selections from Me & Rumi: The Autobiography of Shams-i Tabriz
2. Selections from The Signs of the Unseen
3. The first poem of Mathnawi

portfolio work through next week

12/7 THURSDAY • READING DAY NO CLASS

12/14 THURSDAY PORTFOLIO DUE AT 5:00PM

1/10-15 FIELDTRIP • REVOLUTIONARY CAROLINAS

Charleston, Cowpens, Kings Mountain, Cowans Ford

1/16 TUESDAY MORNING • HANCE

post-fieldtrip brainstorming session

WRITE about an aspect of the trip, by Wednesday 5:00pm

1/18 THURSDAY MORNING • IN DISCUSSION GROUPS (NEW GROUPS)

welcome, getting settled, discussing your posts

1/18 THURSDAY AFTERNOON • MCKAY ATRIUM

curation and presentation of fieldtrip images

READ for Tuesday

posts by Sunday 5:00pm, comments by Monday midnight, as usual

1/23 TUESDAY MORNING • HANCE

faculty panel, looking ahead

1/25 THURSDAY MORNING • IN GROUPS

1/25 THURSDAY AFTERNOON • HANCE

Public Lecture Prof. Ewington, “The Petrine Revolution and Falconet’s Bronze Horseman”

UNIT 2 • PROF. HENKE

The Nazi Revolution

UNIT 3 • PROF. DENHAM

Ulrike Meinhof and the Urban Guerilla — the RAF and terrorism

fieldtrip Stravinsky's "Rite of Spring" April 6 or 7

UNIT 4 • PROF. ZAMIR

Black Elk Speaks

self-assessments, peer assessments, course reviews, and portfolio due at the end of the semester

HUMDAVIDSON

the humanities program, teaching, and research in the humanities at Davidson College

RESOURCES

The Davidson Writer Go here for writing resources. We will be using this site often.

Readings are in the course dropbox.

The Russian Revolution at Davidson. And the full schedule of events. Many of these are required for the course.

German movie nights. The German Studies Department hosts movie night on the first Wednesday of the month, plus three Sunday screenings in conjunction with GER 341 "Nazi Art and Culture." All films have English subtitles except *Alles wird gut* (November 1) and *Die Friseurin* (April 4).

Discussion groups listed here (Davidson College access only).

Schedule for weekly small group meetings with Humes Fellows.