You will understand less after I have explained it.
All that I can hope to make you understand
Is only events: not what has happened.
And people to whom nothing has ever happened
But how can I explain, how can I explain to you?
Cannot understand the unimportance of events.

(T.S. Eliot, The Family Reunion)

The great books are classics because they have stood the test of time and survived by virtue of the universal human conditions they address. In today’s world of the global electronic super highway, disunifying deconstruction, non-theoretical post-modernism, history as textural narrative (or historian as merely a good story-teller), and nagging nihilism, the human spirit of the classic texts - is as valid as ever. This class will examine the classics for their intrinsic merit and for the influence they have exerted throughout history. These works plunge into the timeless struggle of the needs of the individual to be true to self and still reach some sort of equilibrium with society. This class will ask: How is Plato’s cave analogous to the Internet? How the metaphors and lyrics of Sappho and Lucretius capture the human joy and the suffering of loneliness, pain, and love? How does one perceives the differences and similarities in the universe and the divine? Class discussions will explore the classic texts in their relations to contemporary life’s dilemmas of consumerism and spiritualism, individual rights and community rights, love and family, vocation and career, God and the afterlife, rebellion and escape from freedom.
## LECTURES

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<td>ANTHROPO-CENTRISM VS. THEO-CENTRISM</td>
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### REQUIRED TEXT BOOKS:
- Dante, *Inferno* (Hollander trans.).

### RECOMMENDED TEXTS:
- Cervantes, *Don Quixote*.
- Cicero’s *On the Laws*.
- Dante, *Purgatorio* (Mendelbaum trans.).
- Sappho’s *Poems*.

### CINEMATIC RECREATIONS:
- *Blade Runner*
- *The Lost Horizon*

### AUDITORY RECREATIONS:
- Pergolesi, *Stabat Mater*
- Dvorak, *Stabat Mater*
SOME REQUIRED READINGS WILL BE ALSO ASSIGNED ON NYU CLASSES.

COURSE REQUIREMENTS
The grade in the course will be based on five essays, an examination, a paper, a trial, student topic presentation, museum trip and class attendance/participation. There will be a grade penalty for coming in late and for late-papers. ONLY HARD COPIES OF ESSAYS AND PAPERS WILL BE ACCEPTED. NO I-PADS, I-PHONES, I-PODS, BLACK-BERRIES, COMPUTERS (ALL-SORTS), CELL-PHONES AND OTHER (BLUE TOOTH, EAR-PHONES, etc.) WILL BE ALLOWED TO BE USED IN CLASS.

1. ESSAYS: each week essay questions will be posted on blackboard. You are to select one essay question and write a one page response (single or double spaced). five essays [25pts]
2. STUDENT PRESENTATION: Students will present and give a literary analysis/ interpretation to the class of an assigned TOPIC from the reading list. [15pts]
3. MUSEUM ATTENDANCE AND ESSAY: Based on your experience from the trip to the Cloisters and St. John the Divine on June 6th you will write an essay of your trip’s liminal experience . [10 pts]
4. EXAM: in class exam 15pts
5. PAPER/TRIAL: Students will be assigned a historical or a literary character from the readings and asked to investigate, impersonate and defend in a mock trial on June 27th(following the guideline of Oreste's trial in the Eumenides). The following are possible characters to be assigned: Helen, Achilles, Agamemnon, Zeus, Protagoras, Orestes, Athena, Eumenides, Electra, Aeschylus, Clytaemnestra, Homer, Ulysses, Oedipus, Venus, Tiresias, Ajax, Chorus, Apollo, Timeus, Socrates, Agrippina, Caesar, Aristotle, Plato, Lucretius, Cicero, Epicurus, Marcus Aurelius, Dante, St. Bernard, Beatrice, Machiavelli, Cesare Borgia, Isabella of Aragon, Lorenzo de Medici and any Concept. Papers should be typed, double-spaced, between five and eight pages long. Footnotes or endnotes may be in any accepted style (MLA, Chicago Manual, Turabian, APA) provided it is used consistently and correctly. (15 points for the research paper, due on July 2nd and 10 points for the Trial)

Content and Structure in Research Papers (General Guidelines)
Citations:
- As a general rule, you should have at least one citation (footnote or endnote, Chicago Manual of Style) per paragraph except for interpretive paragraphs in the introduction and conclusion. You should also have about as many sources as you have pages of the paper.
- You should try to have two or more sources per footnote. In other words, you should not have a series of notes drawn from one source only, followed by another series drawn from another source. Rather, you should have multiple sources to support most sections of your argument. After all, the one book upon which you are basing six pages of the paper could be dead wrong!
- You should always give a full citation of a source the first time it is cited. After that you can use an
abbreviated citation (author, short title, page).

- You also must include a bibliography, also following Turabian or the Chicago Manual.
- Do not confine citations only to quotations; cite paragraphs where you synthesize information from several sources also.
- Annotate your bibliography, and especially the more significant sources (this means that under the sources you write one to three sentences describing the source and its role in your research.)
- As a rule, four or five quotations in a twenty page paper is plenty, especially if the quotations are from secondary sources.

Content and Structure:

- Your paper should be structured as an argument answering a question. You should begin, therefore, with an introduction in which you state the question or problem you address, lay out your argument, its significance or how it fits into the context of the topic you are studying, and explain how you intend to go about answering the question using your sources. (“This paper is a study of women’s hair styles in early modern Europe. Its purpose it to understand why women’s hairstyles changed, and how those changes reflected the changing work status of early modern women. This question is important, because it gives us an understanding of how much manual labor women from various classes performed. My sources are drawn primarily from . . . ). This section of the paper is about 1-3 paragraphs for a paper under eight pages, about 3-5 paragraphs for a paper of eight to twelve pages, and about three to five pages for a paper longer than twelve pages.

- The body of the paper is where you lay out the evidence and construct the argument you are using to answer the question. You should not, therefore, be merely reciting "facts" you have found in your sources. Rather you should construct an argument (because - therefore). Use subheadings that reflect the sections (premises) of your argument that you are supporting in this section of the paper to be sure that you have covered all the material necessary and offered all the evidence possible to support your conclusions.

- Your paper should conclude with a conclusion in which you recap your question and argument, and show how your evidence supports the answers you have offered the original question you asked.

- You may want to use subtitles or asterisks to separate the sections of your paper and thus ensure that you have all the needed components of your argument. Outlines can also help to ensure that your paper is well structured and coherent.

- Another good clue to whether or not you have actually built an argument is to see whether you use words like “because” and "therefore" in the paper, and whether or not you can summarize your basic argument in a paragraph or so. If you haven’t and you can’t, your paper probably rambles and does not include an argument or support it effectively.

Organization:

- Every paragraph must have a topic sentence. Every sentence in the paragraph must relate directly to that topic sentence. Avoid rambling paragraphs with multiple topics, or no topic at all.
- Paragraphs one or two sentences long are probably too short and should be integrated with another paragraph, or lengthened. Paragraphs longer than one side of the page probably need to be broken into two or more paragraphs.
- Paragraphs should relate to the topic of the paragraph or of the subsection they are in as sentences relate to the topic sentence of the paragraph. In other words, you should build your paper with a distinct structure that includes an introduction, a body of evidence divided with subheadings, and a distinct conclusion. Each of your paragraphs should build on the previous paragraphs to construct your argument. Paragraphs should not be placed randomly! Your paper should not read as if you shuffled the paragraphs like a deck of cards or tossed the pages down the stairs.
- To avoid problems 1-3, use conjunctive adverbs such as because, therefore, thus, since, although, and however to organize your ideas and evidence, and to transition between ideas. These words show cause and effect and thus are essential to building an argument. Use an outline to organize your ideas into coherent paragraphs and sections of the paper.

POLICY ON ACADEMIC INTEGRITY AND PLAGIARISM
During the process of a research paper, students must be able to acknowledge information derived from other sources that have contributed to the development of his or her ideas. Students must master the standard procedures
for citations and using footnotes, endnotes, parenthetical references and/or bibliographies, as determined by the character of their assignments. Not doing so will result into plagiarism. Gallatin does not tolerate such behavior; and substantiated cases of plagiarism can result in serious sanctions including dismissal. Consequently it is essential for every student to develop the habits of identifying sources and learn and use the proper forms of citation, as specified in the recommended style sheets.

Any of the following acts constitutes an offense of plagiarism:

Using a phrase, sentence, or passage from another person's work without quotation marks and attribution of the source.

Paraphrasing words or ideas from another person’s work without attribution.

Reporting as your own research or knowledge any data or facts gathered or reported by another person.

Submitting in your own name papers, tests, examinations, or reports completed by another person.

Submitting creative works, including images or reproduction of the creative works, of another person without proper attribution.

Submitting oral or recorded reports of another without proper attribution.

Downloading documents in whole or part from the Internet and presenting them as one’s own.

Other offenses against academic integrity include the following:

Collaborating with other students on assignments without the express permission of the instructor.

Giving one’s work to another student who then submits it as his or her own.

Sharing or copying answers from other students.

Copying material from any digital resource/website during examinations (unless expressly authorized).

Using notes or other sources to answer exam questions without the instructor's permission.

Secreting or destroying library or reference materials.

Submitting as one’s own work a paper or results of research purchased or acquired from a commercial firm or another person.

Submitting original work toward requirements in more than one class without the prior permission of the instructors. Particular emphasis is placed on the use of papers and other materials to be found on the World Wide Web, whether purchased or freely available. Students should keep in mind that faculty members, in addition to having access to the same search engines as students, have at their disposal a number of special websites devoted to detecting plagiarism from the Web.

6. ATTENDANCE is necessary since we will be covering a lot of material. Ten (10) points will be assigned for participation and attendance. More than two class absences will result into a failing grade for the class.

OFFICE HOURS: I will see students before and after class IN MY OFFICE IN ROOM 608 (GALLATIN BUILDING) If a problem arises do not hesitate to call me or email (ar31@nyu.edu).