Fall 2011

MAP-UA 414, *Texts and Ideas: Antiquity and the 19th Century—Writing Intensive*

Professor Vincent Renzi  
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http://www.nyu.edu/classes/renzi  
Office Hours: Mondays, 2:00–3:00 p.m., Thursdays, 10:00–11:00 a.m., and by appointment.

Lecture:  
§1: Mondays & Wednesdays........ 11:00 a.m. – 12:15 p.m. ........ 408 Silver Center

Course Assistant:  
Rachel Corkle  
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Office Hours: by appointment.

Linked Sections of EXPOS-UA 1, *Writing the Essay*:  
§20: Tuesdays & Thursdays ............ 9:30 a.m. – 10:45 a.m. ........ Meyer Hall, room 105  
§21: Tuesdays & Thursdays ............ 11:00 a.m. – 12:15 p.m. ........ Bobst Library, room 836  
§22: Tuesdays & Thursdays ............ 12:30 p.m. – 1:45 p.m. ........ Bobst Library, room 736  
§23: Tuesdays & Thursdays ............ 3:30 p.m. – 4:45 p.m. ........ Bobst Library, room 737  
§24: Tuesdays & Thursdays ............ 11:00 a.m. – 12:15 p.m. ........ Bobst Library, room 837  
§25: Tuesdays & Thursdays ............ 2:00 p.m. – 3:15 p.m. ........ Bobst Library, room 836

*Writing the Essay* Instructors:  
Maeve Adams (§§20, 24)  
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**Thematic Description**

That there is a distinctively modern moral psychology is a claim made by a number of influential 19th century European authors. To understand how and why these authors make this claim requires examination first of what they take to be their ancient antecedents. Particular attention is paid to how the literary aspects of the modern texts work to establish their claims, and how they are anticipated by those of the ancients.
Overview

As one of the first courses in the Foundations of Contemporary Culture, *Texts and Ideas* serves as an introduction to the study of the liberal arts. The course has a number of complementary goals.

First, it provides N.Y.U. undergraduates with a common academic experience on which to draw both in interactions with one another and in later academic work. Although we may share some readings with other sections of *Texts and Ideas,* this core experience is defined not by a canon of texts but by a shared concern to introduce you to modes of humanistic inquiry.

Second, because the course is intended for students early in their college careers, heavy emphasis is placed on building your ability to reason soundly and to analyze texts critically. The work you complete for lecture will be closely coordinated with that in the linked sections of *Writing the Essay* (on which more below), as both courses aim at fostering these skills, as well as your ability to communicate effectively in writing and in discussion.

Third, *Texts and Ideas* seeks to develop your appreciation of the continuing cultural relevance of selected works in the humanities. Our purpose is not to make a survey of “great books,” but rather to understand how works can be interpreted as constituting an intellectual tradition or a history of ideas. I have chosen the texts for this course with a view to their relevance to this project and to one another, and because they are challenging materials on which to build academic skills. You should learn to appreciate the artistic and philosophical merits of these texts; but as to whether any are “great books,” I leave it to you to discover if they engage you greatly.

Finally, this class will consider themes, concepts, and ideas of enduring influence and interest. We will be concerned, for example, to examine the different ways the creators of the works we shall study have understood our history, human nature, place in the world, and individuality. Our investigation is thus humanistic in precisely this sense, namely that it leads us to consider fundamental aspects of our human condition; and the modes of inquiry we shall employ should help you appreciate the extent to which our human self-understanding in turn reflects particular views of history and human society. This investigation is therefore liberal in the sense that it seeks to free us from our accidental historical circumstances, allowing us to gain a greater perspective on the possibilities of human existence.

The spirit of liberal education that finds expression in these course goals is itself an excellent example of the continuing influence exerted on our contemporary society by ancient ideals—in this case derived from Classical Greece. Among the ancient Greeks we find articulated the duplicate concern for a purpose to learning greater than rote mastery of information and for an education that aims to achieve such happiness as derives from understanding our humanity, not merely the fame or profit that comes of technical competence. In this spirit, no direction will here be given for the pursuit of any special study or particular profession; neither will you learn strategies for success in commerce or politics. In this sense the course is entirely impractical in its design; but there are good reasons to think this liberality will nevertheless provide the best preparation for your future endeavors: The skills you learn here are not restricted only to one line of work but are general in their application, and the emphasis is not on mastery of a fixed body of knowledge but rather on preparation for a life of learning. I cannot claim, more than this, that the course will make you happy; but the not immodest hope shared by many of the authors we shall study is that their works should help you be so. Seen in these ways, the class is preeminently practical, preparing you to flourish in dynamic circumstances in your later studies and professional work, and also, perhaps, for the hard task of deciding what sort of person you will be and what sort of life you will lead. Of course, we cannot presume to measure your humanity. Your overall grade will therefore be based on essays you will write about the works we shall study and your knowledge of basic facts necessary to their interpretation; but your education, I hope, will continue beyond your satisfaction of the course requirements.
Organization

This section of *Texts and Ideas* is offered in conjunction with selected sections of *Writing the Essay*. Unlike other sections of the course, there are no recitations for this class. While the lack of recitations results in fewer total contact hours than if the courses were taken in their regular versions, students and faculty have consistently reported that they find the *Texts and Ideas*—E.W.P. linkage to be a more intensive academic experience than if the courses were taken separately. The linkage arrangement is therefore recommended only for students who are seeking a challenging, innovative approach that promises a deeper engagement with the texts and more attention to writing about them than the usual arrangement could provide.

Please note that you must be registered for one of the sections of *Writing the Essay* specified above. Similarly, should it be necessary for a student to withdraw from one of side of the linkage, he or she must withdraw from the other as well.

The essence of the arrangement is this: The linked sections of *Writing the Essay* will share the *Texts and Ideas* reading list (supplemented by some additional materials), while the workshops—meeting twice weekly—provide for the discussion and writing that otherwise would have occurred in the once-a-week recitation. Professor Bromley serves as the course director for the Expository Writing side of the linkage, and we have worked closely together on development of the linked courses. During the term, I and the E.W.P. instructors will likewise be in continuing collaboration on assignments and grading. At the end of the term, grades will be assigned separately for *Texts and Ideas* and for your writing workshop; however, in calculating your grades we will be considering your work in both courses. While the present linkage has the benefit of past successes, we are committed to making this term the best experience we can for you, and we will be actively adjusting the links between the two sides to that end as the semester progresses.

Apart from the innovation of the linkage, the structure for the course will still most likely differ from that of classes you had in primary and secondary school. Those classes usually meet daily in small groups, provide close direction of your studies, and seek to prepare you with skills and knowledge necessary for later work. By contrast, university-level lecture courses meet less frequently, ask you to synthesize information from a variety of sources, and require you to recognize independently what you need to know to understand the complexity of an idea—and expect you to take the initiative to learn it.

As with any course, you will get the most out of this class if you prepare in advance. This means doing more than skimming the reading. When you read, you should highlight passages of particular importance and make notes about questions you have or points in the text that you feel bear further exploration. Although the lecture is not primarily intended for discussion, I encourage you to ask questions both about the readings and about the lectures themselves. Most importantly, after class you should review your notes and re-read the texts.

Because the lecture brings everyone together, it is the best place for me to give you general information, to demonstrate its relevance to the interpretation of the works we are studying, and to discuss broad themes common among them. By contrast, the small size of the workshops makes them ideal for specific discussion of the texts and for personal attention to your development. The homework assignments and papers are intended to build your interpretative skills and to provide a basis for discussion. You should come both to lecture and to your workshops prepared to discuss the readings and what you have written about them.

The workshops provide the occasion for focused engagement with your course work and should help you to integrate the information presented in the lecture with your own insights and those of your classmates. This said, the real learning in any course occurs outside of class, as you continue to grapple with the material on your own—in your conversations with friends, in moments of quiet contemplation, and in re-reading the texts—and in writing your papers and preparing for exams.
Requirements

You are expected to read each of the works listed below, to attend all lectures and meetings of your writing workshop, to arrive at class meetings promptly, and to participate actively and appropriately in class. In-class writing exercises, homework assignments, and short papers will also be required, as well as some supplemental reading. Finally, you will be required to sit for three examinations, two midterms and a comprehensive final.

In determining your grade, we will weigh your completion of the course requirements approximately as follows; bear in mind, however, that you are expected to complete every assignment in order to receive a passing grade for the class.

Class participation (including attendance), quizzes, papers, homework ... 20%
Writing the Essay papers & participation .................................................. 40%
Midterm Exams (7%, 13%) ................................................................. 20%
Final Exam .................................................................................. 20%

Note well that a failing grade may be assigned to any student with three absences from lecture. Late work and electronic submissions will not be accepted. Incompletes will be considered only in cases of documented medical emergency or other, comparably grave circumstances. In the event that you are for good reason unable to attend lecture, you are expected to contact me in advance (or as soon as is practicable) by telephone or e-mail.

A Note on Classroom Decorum

As a matter of courtesy to the instructors and your fellow students, please arrive at class promptly, and, apart from emergencies, please remain in the classroom for the duration of the lecture.

Please be sure to shut off your cellular telephone at the beginning of class.

Recording & Transcription

While you are encouraged to take notes in lecture, you may not make audio tapes or any other kind of recording in class. Neither may you take or exchange class notes in return for remuneration. Violation of this policy will result in a failing grade for the course.

Use of laptop computers is also prohibited.

Notes on the Readings

**Book of J**

In addition to Rosenberg’s translation of the *Book of J*, please be sure also to read the preface and introduction (the latter entitled “The Author J”) by Harold Bloom (that is, all the ancillary materials through page 55). Please also read Rosenberg’s “Translator’s Appendices,” pages 325–335.
Nietzsche

In addition to *On the Genealogy of Morality* and the excerpts reprinted in the coursepack, please also read the following materials published in the supplement of the Cambridge University Press translation of the *Genealogy* (page numbers refer to the Revised Student Edition).

- “Custom and what is in accordance with it.” *Human, All Too Human*, Volume I, §96, p. 125.
- “To what extent even we are still pious.” *Joyful Science*, §344, pp. 158–160.

Note also the following corrections and clarification to the Revised Student Edition of the *Genealogy*.

*GM*, I, 10, p. 21: *For οἰζυρὸς read οἰζυρός.*
*GM*, I, 10, p. 21: *For εὐπράττειν read εὖ πράττειν.*
*GM*, I, 11, p. 23: *For ῥαθυμία read ῥαθυμία [printed as ῥαθυμία in the German text].*
*GM*, III, 26, p. 117: *For χάσμ’ ὀδόντων read χάσμ’ ὀδόντων.*

Editor’s Introduction, p. xviii: In the second paragraph, Ansell-Pearson begins a discussion of *GM*, II, 12. He then goes on to quote from *GM*, II, 13. Note that in the subsequent sentence (beginning “His fundamental claim...”), and following, he returns to quoting *GM*, II, 12.

Augustine’s *Confessions*

At VIII.vii (16), a line has dropped out of the Oxford translation: “And I looked and was appalled, but there was no way of escaping from myself. If I <tried to turn my eyes away, they fell on Ponticianus, still telling his tale> and you once again placed me in front of myself; you thrust me before my own eyes so that I should discover my iniquity and hate it.”

Freud’s *Civilization and Its Discontents*

On page 17 of Hitchens’ introduction, the word quoted from Plato’s *Republic* should be *thymoeides*. 
Bibliography

The following texts are required. The course pack is available for purchase from Unique Copies, 252 Greene Street. Book have been ordered through the N.Y.U. Bookstore, 726 Broadway. Be certain to purchase exactly those listed below.


**Schedule of Classes**

Please complete the readings prior to the lecture at which they are first discussed. Be sure to bring the appropriate texts to class.

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<td><strong>M</strong> 9/26:</td>
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<td>Kierkegaard, <em>Fear &amp; Trembling</em>.</td>
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<td>Nietzsche, “Zarathustra’s Prologue,” <em>Joyful Science</em> §341</td>
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