Herman Melville's *Moby-Dick* is widely thought to be one of the greatest masterpieces of American, and indeed Western, literature. This genre-defying book mixes comic, tragic, and epic modes as it wrestles with questions about the relationship between free will and fate that have tantalized humankind from antiquity to the present. By studying Melville's engagement with his classical and biblical inheritances, we seek to understand the sources of the cosmopolitan vision from which his novel springs. If *Moby-Dick* is “the Great American Novel,” then what does that tell us about the nature of “America”? From what kind of “America” does *Moby-Dick* arise, and how different is that “America” from the one that the novel seeks to promote?

**Course Description**

Please use the editions listed below. All texts are available at the NYU Book Center. Additional readings will be posted to the Blackboard site. Please bring the assigned readings to each lecture and section meeting.

Paul Kriwaczek, *In Search of Zarathustra* (Vintage Departures)
George Lakoff, *Moral Politics* (Chicago)
Plato, *Symposium* (Hackett)
Plato, *Phaedrus* (Hackett)
Sophocles I (Chicago, ed. David Grene)
Vergil, *Aeneid* (Bantam, ed. Mandelbaum)
Shakespeare, *King Lear* (Washington Square Press, Folger Shakespeare Library)
Course Requirements

Attendance at lecture, participation in section, and performance on in-class assignments quizzes (25%); midterm (15%); papers (35%); final exam (25%). You must complete all assigned coursework in order to pass the course.

Papers must be submitted on hard copy, not electronically. No extensions will be given on assignments or papers. If, for example, an assignment is due on a Friday and you cannot be on campus on that day, then you must turn it in earlier.

Quizzes and in-class exercises will be given in lecture and section without previous notice. If you are absent when an in-class exercise is given and do not have a written doctor’s excuse, you will receive a failing mark for that exercise. We will drop your lowest in-class exercise grade when tabulating your semester grade.

Discussion Sections

Discussion sections (sometimes called “recitations”) meet once per week. You must enroll in a section when you enroll in the course. Attendance is required. The following sections times are scheduled:

<table>
<thead>
<tr>
<th>Section</th>
<th>Time</th>
<th>Location</th>
<th>Instructor</th>
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<tbody>
<tr>
<td>023</td>
<td>Fri. 9:30–10:45 a.m. – Palladium Seminar Room A</td>
<td>Carmelo Larose</td>
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<tr>
<td>024</td>
<td>Fri. 11:00 a.m.–12:15 p.m. – Palladium Seminar Room A</td>
<td>Rachel Rosen</td>
<td></td>
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<tr>
<td>025</td>
<td>Thurs. 3:30–4:45 p.m. – Silver Center 721</td>
<td>Stephanie Hsu</td>
<td></td>
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<tr>
<td>026</td>
<td>Thurs. 4:55 p.m.–6:10 p.m. – Silver Center 712</td>
<td>Stephanie Hsu</td>
<td></td>
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<tr>
<td>027</td>
<td>Fri. 9:30–10:45 a.m. – UHall C-Level Lounge</td>
<td>Rachel Rosen</td>
<td></td>
</tr>
<tr>
<td>028</td>
<td>Fri. 11:00 a.m.–12:15 p.m. – UHall C-Level Lounge</td>
<td>Carmelo Larose</td>
<td></td>
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</tbody>
</table>

Sections 023 and 024 meet in the Palladium Residence Hall located at 140 East 14th Street (south side, between 4th and 3rd Avenues). Use your NYU ID to swipe into the building on the left side of the lobby, and go up to the second floor. When you get out of the elevator, turn right and go down the corridor. (Tip: bring workout clothes and use the gym before or after section!)

Schedule of Readings and Assignments

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading</th>
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<tbody>
<tr>
<td>Wed. 9/7</td>
<td>Introduction</td>
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<tr>
<td>Mon. 9/12</td>
<td>Kriwaczek, <em>In Search of Zarathustra</em></td>
</tr>
<tr>
<td>Wed. 9/14</td>
<td>Zoroastrian Texts (available on Blackboard)</td>
</tr>
<tr>
<td>Mon. 9/19</td>
<td>The Bible: Genesis and Exodus</td>
</tr>
<tr>
<td>Wed. 9/21</td>
<td>The Bible: Job; Jeremiah (chs. 1–6, 30–31); Jonah; excerpt from Winthrop, “A Model of Christian Charity” (Blackboard)</td>
</tr>
<tr>
<td>Mon. 9/26</td>
<td>The Bible: Matthew; Luke; selections from Mark and John.</td>
</tr>
<tr>
<td>Wed. 9/28</td>
<td>The Bible: Revelation; Bill McKibben, “The Christian Paradox” (Blackboard)</td>
</tr>
</tbody>
</table>

Revised 9/10/05
Schedule of Readings and Assignments (continued)

Mon. 10/3    Lakoff, *Moral Politics*  
Wed. 10/5    Plato, *Symposium*  
Mon. 10/10   **Columbus Day Holiday**  
Wed. 10/12   Plato, *Phaedrus*; **first paper due in lecture**  
Mon. 10/17   Aristotle, *Poetics*; Lakoff on Aristotle (available on Blackboard)  
Wed. 10/19   Sophocles, *Oedipus Rex*  
Mon. 10/24   Sophocles, *Antigone*  
Wed. 10/26   Vergil, *Aeneid*, Books I-IV  
Mon. 10/31   Vergil, *Aeneid*, Books V-XII  
Wed. 11/2    **Midterm Examination**  
Mon. 11/7    Shakespeare, *Hamlet* (read entire play)  
Wed. 11/9    *Hamlet*  
Mon. 11/14   Shakespeare, *King Lear* (read entire play)  
Wed. 11/16   *King Lear*  
Mon.11/21   Melville, “Hawthorne and His Mosses” (Norton 517–32); Letters to Dana and Bentley (Norton 532–34); *Moby-Dick*: Etymology, Extracts, Chapters 1–21  
11/24 - 27   **Thanksgiving Break**  
Mon.11/28   Melville, *Moby-Dick*: Chapters 28–89  
Wed. 11/30   Melville, *Moby-Dick*: Chapters 90–93  
Mon. 12/5    Melville, *Moby-Dick*: Chapters 94–110; **paper topic proposals due in lecture**  
Wed. 12/7    Melville, *Moby-Dick*: Chapters 111–119  
Mon. 12/12   Melville, *Moby-Dick*: Chapters 120–132  
Wed. 12/14   Melville, *Moby-Dick*: Chapters 133–135, Epilogue  

Fri. 12/16    **Final Paper Due by 5:00 p.m.** in your section-leader’s box at the English Department, 19 University Place, Fifth Floor.  
Wed. 12/21    **FINAL EXAMINATION – 8:00 a.m.**, Location to be announced.

Classroom Decorum and Disciplinary Policies

Your section-leaders and I are committed to creating a classroom environment in which the pursuit of knowledge can thrive. It is crucial to respect the ideas of others, to listen carefully to their arguments about readings and intellectual concepts, and to recognize that we are all engaged in a collaborative learning enterprise.

To help create a collegial atmosphere, we ask that you:

- Arrive on time to lectures and section meetings and stay for the duration of each class (barring any emergency);
- Turn off and put away any cell phones and pagers for the duration of each class; if, because of an emergency situation, you must keep one of these devices turned on, you must get permission from the lecturer or section-leader before the class begins;

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• Do not engage in text-messaging, writing e-mail, or any disruptive activities during class; violation of this policy will result in your being asked to leave the class and your receiving a grade-penalty;
• Sign the attendance sheet at each class.

Students are encouraged to take notes in lecture and section, but you may not make audio or visual recordings of any kind in class. Students who are caught taking notes in exchange for remuneration will receive a failing grade in the class.

You are responsible for understanding the concept of plagiarism and for knowing what is contained in this syllabus and in the attached “Academic Guidelines for Students” and “Statement of Academic Integrity.”

Students who plagiarize or cheat in any way will receive a failing grade in the course and will be reported to their school’s academic dean.

Advice

This class meets in a lecture-discussion format that is typical of university courses but rather different from the kinds of classes you had in high school. A course like this one requires you to synthesize material from a variety of sources – readings, lectures, discussion sections, and independent research – and to take responsibility for making sure that you grasp the course’s key concepts and arguments. The course’s assignments – quizzes, exams, and papers – are intended, in part, to help you pace yourself as you navigate your way through the syllabus.

This course has a relatively heavy reading load. To stay on top of it all, please make sure to read the assigned texts before the lectures and sections in which they will be discussed. Quizzes on the reading will be given without prior notice both in lecture and in section.

Listen closely to the conclusions of lectures, when I will recapitulate the day’s arguments and offer advice about how to approach the next set of readings.

Be an active participant in your discussion sections. The discussion sections complement the lectures and are crucial to the course: they are your chance to talk about your ideas, to ask questions, and to test out interpretations that you may want to use in your writing. It is in section that you will hone the skills of argumentation that will enable you to write successful papers for this and other courses. You will be graded on your participation in section – not on the basis of whether you always have the “right” answer, but on the basis of being an intellectually engaged participant who respects the ideas of others and is committed to the pursuit of knowledge.

Your section-leaders are not simply teaching assistants, but in fact are instructors who work closely with me to plan every aspect of the course. Your section-leader will have primary responsibility for grading your work and is your main contact if you find that you are having difficulty with the course. You should, however, feel free to visit me in office hours or contact me by e-mail to discuss any aspect of the course.
Academic Guidelines for Students
Morse Academic Plan, College of Arts and Science

To help foster common academic expectations among students and instructors, the following guidelines for MAP courses are offered to students. While these represent minimum expectations across the curriculum, individual faculty members may set additional course requirements. Students should therefore consult the course syllabus for details of policies in each class.

Attendance
Inasmuch as students have voluntarily sought admission to the University, they are expected to attend all class meetings, including all lectures and all meetings of associated recitation, workshop, or laboratory sections. Students may be excused for documented medical or personal emergencies and will receive reasonable accommodation for the observance of religious holidays. In these cases, they should contact their instructors in advance or, in cases of emergency, as soon as is practicable. Students are responsible for making up any material or assignments they miss.

Classroom Decorum
The classroom is a space for free and open inquiry and for the critical evaluation of ideas, and it should be free of personal prejudice. Students and instructors alike have an obligation to all members of the class to create an educational atmosphere of mutual trust and respect in which differences of opinion can be subjected to deliberate and reasonable examination without animus.

As a matter of courtesy to their fellow students and instructors, students should arrive at class promptly, prepared and ready to participate. Students are reminded particularly to shut off all cellular telephones and pagers and, except in cases of emergency, to remain in the classroom for the duration of the lecture or section meeting. If it is necessary to leave or enter a room once class has begun, students should do so quietly and with as little disruption as possible. Under University policy, disruptive classroom behavior may be subject to faculty review and disciplinary sanction.

Completion of Assignments
Students are expected to submit course work on time and to retain copies of their work until a final grade has been received for the course. Instructors are not obliged to accept late work and may assign a failing or reduced grade to such assignments.

Students who encounter sudden and incapacitating illness or an other comparably grave circumstance that prevents them from completing the final examination or assignment in a course may request a temporary mark of Incomplete from the course instructor. To receive an Incomplete, students must have completed all other requirements for the course, including satisfactory attendance, and there must be a strong likelihood they will pass the course when all work is completed.

Questions and Concerns
Up-to-date course information is available on the MAP website: www.nyu.edu/cas/map. Questions, concerns, comments, and feedback may be directed to the following members of the MAP staff, located in 903 Silver Center; 212-998-8119. Complaints will remain confidential.

MAP Director:
Foundations of Contemporary Culture:
Foundations of Scientific Inquiry:
MAP Administration:

Dr. Eliot Borenstein
Dr. Vincent Renzi
Mike Summers
morse.plan@nyu.edu
map.fc@nyu.edu
morse.plan@nyu.edu

march 06/2004
Statement on Academic Integrity
Morse Academic Plan, College of Arts and Science

As a student at New York University, you have been admitted to a community of scholars who value free and open inquiry. Our work depends on honest assessment of ideas and their sources; and we expect you, as a member of our community, likewise to maintain the highest integrity in your academic work. Because of the central importance of these values to our intellectual life together, those who fail to maintain them will be subject to severe sanction, which may include dismissal from the University.

Plagiarism consists in presenting ideas and words without acknowledging their source and is an offense against academic integrity. Any of the following acts constitutes a crime 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'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 or reports completed by another.
- Submitting your own original work in a form or format different from the one required by the instructor.

Other offenses against academic integrity include the following:

- Collaborating with other students on assignments without the express permission of the instructor.
- Giving your work to another student to submit as his or her own.
- Copying answers from other students during examinations.
- Using notes or other sources to answer exam questions without the instructor's permission.
- Secrecyting or destroying library or reference materials.
- Submitting as your own work in a form or format different from the one required by the instructor.

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. In addition to having access to the same search engines as students, faculty also have at their disposal a number of special websites devoted to detecting plagiarism from the web.

Plagiarism and other cases of academic fraud are matters of fact, not intention. It is therefore crucial that you be diligent in assuring the integrity of your work.

- Use quotation marks to set off words that are not your own.
- Learn to use proper forms of attribution for source materials.
- Do your own original work in each class, without collaboration, unless otherwise instructed.
- Don't use published source material, the work of others, or material from the web without attribution.
- For further information, consult the Bulletin of the College of Arts and Science, the CAS Academic Handbook, and the Student's Guide to NYU.

revised 06/2004