Classic & Romantic: Styles and Values in Western Culture  
LSHV 395-01

Professor  
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Course Description  
One of the most enduring and constructive tensions in Western thought is that between the classic and the romantic. This tension has expressed itself in many forms, and has been conceived of in many ways, but from Periclean Athens to the present day it has influenced how people have thought and felt. It has been described as a conflict between reason and passion, law and liberty, society and self, stasis and kinesis. In the present course some primary expressions of the classic and romantic will be examined and compared to discover the complex and multiple implications of these two different perspectives. Consequently we should be able to gain some helpful insights to Western culture and ourselves.

Learning Goals and Outcomes  
Students will encounter the thematic course concepts in interdisciplinary modes.  
They will develop concepts and definitions of the Classic and the Romantic sensibilities.  
They will identify and comparatively analyze expressive media and genres.  
They will analyze thematic elements in the diverse media.  
They will assess the diversity of cultural expressions of the thematic concepts over time.  
They will develop a sense of the human values associated with the theme.  
They will present a critical analysis of a topic in an in-class report.  
They will select a research question, do independent study and research, and present a final project based on their research question.

Assessment  
The above outcomes will be assessed on the basis of weekly class attendance and participation (25%), the presentation of a class report and leadership of subsequent discussion (25%), the presentation of a research project (5%), and the quality of the project itself (45%). All late written work will be penalized one whole grade for each day late unless prior arrangements are made. All work must be done to pass the course.

Attendance Policy  
Students are expected to attend all class meetings. Please verify any necessary absence with the instructor. Missing more than two classes may result in being involuntarily dropped from the class. Arriving late or leaving early is considered tardiness, and two such episodes equals one absence.

Presentations  
Classes will be in seminar format, with discussion generated from all participants. Students will lead class twice, (a) once for an in-class report and (b) once in the project seminar. Each class presentation will begin with ten minutes of formal presentation, ending with two discussion questions. The presenter will then lead discussion based on those questions. For the in-class report, select some specific aspect of the reading assignments for the week, and hand in your notes. For the project seminar, select one aspect of the project to give us a sense of its overall character.
Tips on Giving Reports:

- Narrow your subject. In ten minutes you will be far more comfortable doing a detailed analysis of one work by Richard Wagner, revealing a few of his central artistic strategies and objectives, than you will doing "The Life and Work of Richard Wagner."
- Use notes, rather than reading a full text. Any and all appropriate media may be used as part of the presentation.
- Limit your report to 10 minutes. I will "call time" if you go over.
- Focus on creating good discussion questions. They are essential to the success of your report.
- Be prepared to lead the discussion.

Semester Project: Criteria, Proposal, and Specs

Each student will also submit a project paper proposal in writing by September 10. Projects will normally be research papers, including annotated bibliography with citations in Turabian format. Non-traditional projects will be considered. Expected scale: 19 to 22 pages. Students will give brief informal project reports during the last class meeting. All project papers must be submitted by Dec. 3.

For the proposal please submit a solid paragraph stating your topic, with as much detail as possible explaining (1) the issues you hope to address; (2) some of the kinds of sources you expect to use; (3) how you understand your project’s relationship to the course; and (4) a research question that implies a tentative thesis, or argument. Since the course is quite diverse in its readings, many possible topics suggest themselves. I leave that up to you. One approach is to select a topic with which you have some familiarity, so that you can explore some specific aspect of it in depth. Another is to select a topic that you are unfamiliar with, but would like to learn more about. A research project is an excellent way to become familiar with something.

The project paper, if it is a conventional essay, must follow the format and documentation requirements of Kate L. Turabian, A Manual for Writers, 8th Ed. Turabian is the style approved by the Liberal Studies Program. Students may choose either the Note and Bibliography or the Parenthetical Reference and Reference List format. Either the Bibliography or the Reference List must be annotated.

For non-conventional projects, a statement of several pages explaining the concept, rationale, and procedures of the project must accompany the project itself. An annotated Bibliography in Turabian format must be attached.

CLASS SCHEDULE [Reading to be done prior to first class: Music material on the Blackboard site]  
NOTE: This class will be supported by its Blackboard online site, and some study materials will be available in that medium.

Introduction
Sept. 3      Mozart, Sym. #40; Beethoven, Sym. #3, Eroica; Mahler, Sym. #4
Sept. 10     Austen, Emma

The Classical Spirit
Sept. 17     Boardman, Introduction & Chapter 4
Sept. 24     Boardman, Chapters 5 and 7

The Romantic Tradition
Oct. 1       Von Strassburg, Tristan; Wagner, Tristan and Isolde
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<tr>
<th>Date</th>
<th>Event</th>
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<tr>
<td>Oct. 8</td>
<td>Chartres Cathedral; Frank Lloyd Wright and modern architecture</td>
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<td>Oct. 15</td>
<td>Greek Tragedy: Aeschylus, <em>Agamemnon</em>; Sophocles, <em>Oedipus Rex</em></td>
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<td>Oct. 22</td>
<td>Elizabethan Comedy: Shakespeare, <em>A Midsummer Night’s Dream</em></td>
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<td>Oct. 29</td>
<td>Love song: Troubadors and Petrarch</td>
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<td>Nov. 5</td>
<td>Love song: Shakespeare and Sexton</td>
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<td>Nov. 12</td>
<td>Renaissance art and architecture: Florence, Rome, Venice</td>
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<td>Nov. 19</td>
<td>Flaubert, <em>Madame Bovary</em></td>
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<tr>
<td>Dec. 3</td>
<td>Project seminar</td>
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**BOOK LIST**

- Shakespeare, *A Midsummer Night's Dream* [any ed.]; *Sonnets* [any ed.]
- Sophocles, *Oedipus Rex* [any ed.]

**GENERAL ACADEMIC INFORMATION**

**Georgetown Honor System**

All students are expected to follow Georgetown's honor code unconditionally. I assume you have read the material located at The Honor Council website (http://honorcouncil.georgetown.edu/system), and in particular have read the following documents: Honor Council Pamphlet, “What is Plagiarism?”, “Sanctioning Guidelines”, and “Expedited Sanctioning Process.” Submitting materials in fulfillment of the requirements of this course means that you are avowing that you have complied with the Georgetown honor pledge:

> In the pursuit of the high ideals and rigorous standards of academic life, I commit myself to respect and uphold the Georgetown Honor system: To be honest in any academic endeavor, and to conduct my self honorably, as a responsible member of the Georgetown community, as we live and work together.

**Incomplete Grades**

Extension of time to finish coursework will be granted only in unusual and clear documented situations. Extensions must be mutually agreed upon between student and instructor no later than the last class meeting. In no case will the extension exceed three additional weeks. Work not received by the Incomplete deadline will result in a change of the semester grade to “F.”

**Disabilities**

If you believe you have a disability, then you should contact the Academic Resource Center at 202-687-8354 (arc@georgetown.edu) for further information. The Center is located in the Leavey Center, Suite 335. The Academic Resource Center is the campus office responsible for reviewing documentation provided by students with disabilities and for determining reasonable accommodations in accordance with the Americans with Disabilities Act (ADA) and University policies. Accommodation cannot be applied retroactively.