

Course Syllabus

Course Information

<i>Course Number/Section</i>	ARHM 3342 001
<i>Course Title</i>	Advance Interdisciplinary Study in the Arts and Humanities: The Idea of Interpretation
<i>Term</i>	Fall 2016
<i>Days & Times</i>	TR 2:30-3:45
<i>Room</i>	GR4.301

Professor Contact Information

<i>Professor</i>	Daniel Wickberg
<i>Office Phone</i>	x6222
<i>Email Address</i>	wickberg@utdallas.edu
<i>Office Location</i>	JO 5.428
<i>Office Hours</i>	T 10:00-11:30

Course Pre-requisites, Co-requisites, and/or Other Restrictions

Upper division

Course Description

This course develops and focuses the practice of interdisciplinary study in the School of Arts and Humanities, and is intended primarily for upper-division majors within the School. One of the key concepts in the arts and humanities in the modern era is the concept of “interpretation”. Historians interpret past events; literary critics interpret texts; philosophers concern themselves with the meaning of statements and how they are to be interpreted; writers, artists and performers interpret the world, the script, the musical score. This course will examine the multiple meanings of “interpretation” and the ways in which they have come to structure the interdisciplinary practices of the arts and humanities since the late nineteenth century. Issues discussed will include: Anti-positivism and the social scientific concept of *Verstehen*; the distinction between explanation and interpretation; Is there one “right” interpretation of a text or work of art, or is interpretation entirely subjective?; interpretive anthropology; what is the relationship between the surface of a work of art or literature, and depth; the “linguistic turn” in philosophical and historical practice; influential forms of interpretive thought, such as Freudian and Marxist interpretation; postmodern criticism of the assumptions of interpretive thought; the relationship between authorial intention, reader response, and the meaning of a work of art. The goal is to understand what has defined modern humanistic understanding and artistic practice in an era dominated by scientific, empiricist and mechanistic modes of knowledge, and the ways in which artists, scholars in the humanities, and critics have sought alternative ways of approaching reality.

Student Learning Objectives/Outcomes

Students will demonstrate familiarity with a wide range of theories and philosophies of interpretation in the arts and humanities.

Students will demonstrate understanding of how interpretation as a practice differs for historians, literary scholars and critics, art historians, and artists.

Required Textbooks and Materials

Required Texts

The following texts are available for purchase at the campus bookstore and at Off-Campus Books. Additional readings are noted in the syllabus and are on electronic reserve.

The electronic reserve password is **ideology**.

Friedrich Nietzsche, On the Genealogy of Morals and Ecce Homo
978-0679724629

Clifford Geertz, Local Knowledge
978-0465041596

Jonathan Culler, Literary Theory: A Very Short Introduction
978-0199691340

John Berger, Ways of Seeing
978-0140135152

Assignments & Academic Calendar

Tuesday, August 23
Introduction: No Reading

Thursday, August 25
Wilfred McClay, "The Burden of the Humanities," Wilson Quarterly 32.3 (Summer 2008): 34-41.

Tuesday, August 30
Susan Sontag, "Against Interpretation," in Against Interpretation and Other Essays, pp. 3-14

Thursday, September 1
Clifford Geertz, "Found in Translation: On the Social History of the Moral Imagination," in Local Knowledge: Further Essays in Interpretive Anthropology, pp. 36-54

Tuesday, September 6
Clifford Geertz, "Blurred Genres: The Refiguration of Social Thought" and "From the Natives Point of View" in Local Knowledge, pp. 19-35, 55-70.

Thursday, September 8
Kerwin Lee Klein, "Going Native: History, Language, and Culture" in From History to Theory, pp. 59-83
Michel Foucault, "Preface," The Order of Things, pp. xv-xxiv

Tuesday, September 13
E.H. Carr, "The Historian and His Facts," What is History?, pp. 3-35

Thursday, September 15
Charles Beard, "That Noble Dream," American Historical Review 41.1 (October 1935): 74-87

Tuesday, September 20

Quentin Skinner, "Meaning and Understanding in the History of Ideas," History and Theory 8.1 (1969): 3-53

Thursday, September 22

Jonathan Culler, Literary Theory: A Very Short Introduction pp.1-55

Tuesday, September 27

Jonathan Culler, Literary Theory: A Very Short Introduction, pp. 56-94

Thursday, September 29

Jonathan Culler, Literary Theory: A Very Short Introduction, pp. 95-134

Tuesday, October 4

Stephen Knapp and Walter Benn Michaels, "Against Theory," Critical Inquiry 8.4 (Summer 1982): 723-742

Thursday, October 6

W. K. Wimsatt Jr. and M. C. Beardsley, "The Intentional Fallacy," The Sewanee Review, 54. 3 (Jul. - Sep., 1946), pp. 468-488

Tuesday, October 11

E. D. Hirsch, Validity in Interpretation, pages TBA

Thursday, October 13

No Class Meeting

Tuesday, October 18

E.D. Hirsch, Validity in Interpretation, pages TBA

Thursday, October 20

Stanley Fish, "What Makes an Interpretation Acceptable?" in Is There a Text in This Class?

Tuesday, October 25

Clifford Geertz, "Art as Cultural System" in Local Knowledge, pp. 94-120

Thursday, October 27

John Berger, Ways of Seeing, pp.7-64

Tuesday, November 1

John Berger, Ways of Seeing, pp. 66-112

Thursday, November 3

John Berger, Ways of Seeing, pp. 114-155

Tuesday, November 8

Friedrich Nietzsche, "Good and Evil, Good and Bad," in On the Genealogy of Morals, pp. 24-56

Thursday, November 10

Friedrich Nietzsche, "'Guilt,' 'Bad Conscience,' and the Like," in On the Genealogy of Morals, pp. 57-96

Tuesday, November 15

Friedrich Nietzsche, "What is the Meaning of Ascetic Ideals?," in On the Genealogy of Morals, pp. 97-163

Thursday, November 17

Karl Marx, "Theses on Feuerbach," and "The German Ideology"

FALL BREAK

Tuesday, November 29

Sigmund Freud, The Interpretation of Dreams, chapter 6, pts. A and B, pp. 311-344

Thursday, December 1

Sigmund Freud, The Interpretation of Dreams, chapter 6, pts. C and D, pp. 344-385

Tuesday, December 6

Conclusion. No Reading

Friday, December 9

Papers Due at JO 5.428 at 1:00 PM

Grading Policy

Requirements are attendance and participation in class discussion, four short précis on assigned readings, one oral presentation, and one term paper (10-12 pages). Failure to attend and participate in class discussions or to complete **all** assignments will result in failure of the class. Repeated absence and tardiness will result in a significant lowering of your grade. To be specific: more than two unexcused absences will result in a drop of one full letter grade for the class participation component of the grade; more than four unexcused absences will result in a drop of two full letter grades for class participation; more than eight unexcused absences will result in failure of the class. Persistent lateness will also result in lowered grades. Grades will be determined on the following basis:

Class participation	30%
Oral Presentation	10%
4 Précis (total)	20%
Term Paper	40%

Papers are due on the dates indicated on the schedule. All assignments must be completed in order to pass the class. Late papers without a previously arranged extension will be graded down 1/3 letter grade for every calendar day late.

Course Policies

There will be no extra credit work. If you must miss class for unavoidable reasons, please let the instructor know. Absences will be excused for the following reasons only: medical illness, family emergency, religious holiday. All excused absences require a note or other form of documentation. **Academic dishonesty (plagiarism) is a serious offense, and will be dealt with according to the policies of the University.** You are expected to know and understand what constitutes academic dishonesty and to behave accordingly; ignorance of what constitutes academic dishonesty is not a legitimate excuse.

Classroom Citizenship

Students are expected to attend class regularly and on time. Late arrivals disrupt the class, so please make every effort to be in class at the scheduled start time. Please give the class your undivided attention. No use of cell phones, personal communication devices, e-readers, or laptop computers will be permitted without the express permission of the instructor; turn off all devices when you come to class. If I find you texting, emailing, web-browsing or using your phone during class, I will ask you to leave for the rest of the meeting and count you as absent for that day. Passing notes, whispering, and holding side conversations with fellow students will not be permitted; if you have something to say please address the class. The class meeting time is not an appropriate time to work on reading and assignments for other classes. Please treat fellow classmates with civility and courtesy. It is fine to disagree with another student's ideas or analysis, but avoid personal comments and attacks. We are reading some advanced and difficult material; it is normal to feel that you don't understand or are confused by something you have read. Do not hesitate to ask for clarification. All questions in good faith are welcome. Debate and disagreement are the lifeblood of intellectual work and are encouraged. Hostile, negative remarks, especially those addressed to students' gender, race, religion, sexual orientation, political affiliation or ethnicity are not welcome.

University Policies

<http://provost.utdallas.edu/syllabus-policies/>