

C&T 202, Spring 2007, Section E discussion notes

4/25/07 first compilation
4/25/07 added notes for 4/23
4/25/07 added notes for 4/25
4/27/07 added notes for 2/7
4/27/07 added notes for 4/27
4/28/07 added notes for 4/4
4/28/07 added extra notes for 2/28 and notes for 3/28
4/28/07 added notes for 2/19
4/28/07 added notes for 4/9 and 4/16

Cultures and Traditions 202
Spring Semester 2007

Part I: Reading for Discussion I

- W Jan 10 A Sampling of Modern Poetry [Readings Book B]
F Jan 12 Mary Wollstonecraft Shelley, *Frankenstein*, Introduction, Preface, Walton's Letters, and Chapters 1–8 [Introduction in Readings Book C]
M Jan 15 *Frankenstein*, Chapters 9–17 [Introduction in Readings Book D]
W Jan 17 *Frankenstein*, Chapters 18–24 [Introduction in Readings Book E]

Part II: Exploring the Nature and Culture of Science

- F Jan 19 LECTURE: Inquiry, Observation, and the Nature of Science (Scott Feller)
M Jan 22 Moti Ben-Ari, *Just a Theory: Exploring the Nature of Science*, Ch. 2, 4 [Introduction in Readings Book F]
W Jan 24 Moti Ben-Ari, *Just a Theory: Exploring the Nature of Science*, Ch. 6; Hal Hellman, *Great Feuds in Science: Ten of the Liveliest Disputes Ever*, Ch. 8 [Introduction in Readings Book G]
F Jan 26 Moti Ben-Ari, *Just a Theory: Exploring the Nature of Science*, Ch. 5; Anthonig Pratkanis, *How to Sell a Pseudoscience*; Richard Feynman, *Cargo Cult Science: Some Remarks on Science, Pseudoscience, and Learning How to Not Fool Yourself* [Introduction in Readings Book H]
M Jan 29 LECTURE: The Culture of Science: Curiosity, Competition and Collaboration (Lon Porter)
W Jan 31 G.H. Hardy, *A Mathematician's Apology* [Introduction in Readings Book I]
F Feb 2 James Watson, *The Double Helix*, Ch. 1-16 [Introduction in Readings Book J]
M Feb 5 James Watson, *The Double Helix*, Ch. 17-29 Introduction in Readings Book K]
Video: "Nova: The Secret of Photo 51"
Monday, Feb. 5, 4:15 and 7:00 pm, Korb
Tuesday, Feb. 6, 4:15 and 7:00 pm, Korb
W Feb 7 Aaron Klug, Rosalind Franklin and the Discovery of the Structure of DNA; "Nova: The Secret of Photo 51" [Readings Book L]
F Feb 9 David Grinspoon, *Lonely Planets: The Natural Philosophy of Alien Life*, Ch. 5, 7 [Readings Book M]
M Feb 12 David Grinspoon, *Lonely Planets: The Natural Philosophy of Alien Life*, Ch. 9, 16 [Readings Book N]

- W Feb 14 Moti Ben-Ari, *Just a Theory: Exploring the Nature of Science*, Ch. 8; Richard Feynman, *The Relation of Science and Religion*; Albert Einstein, *Collected Writing on Science and Religion* [Readings Book O]

Part III: The Hebrews

- F Feb 16 LECTURE: Reading the Hebrew Scriptures (William Placher)
- M Feb. 19 Abraham and Jacob: Genesis 12-13, 15-18, 21-25, 27-31 [Readings Book P]
- W Feb. 21 Jacob and Joseph: Genesis 32-34, 37, 39-46 [Readings Book Q]
- F Feb. 23 Moses: Exodus 1-6:13, 6:28-8, 11-20 [Readings Book R]
- M Feb. 26 LECTURE (Bob Royalty)
- W Feb. 28 Samuel, Saul, and David: 1 Samuel 3, 8-10, 15-21, 24, 28, 31 [Readings Book S]
- F Mar. 2 David the King: 2 Samuel 1, 5-7, 11-19:8, 1 Kings 1-2 [Readings Book T]

Spring Break

- M Mar. 12 Prophets and Kings: 1 Kings 16:21-22:40, Amos 1:1-2:8, 5:1-6:14, 7:10-17 [Readings Book U]
- W Mar. 14 Wisdom: Literature: Job 1-10, 38-42; Ecclesiastes 1-4, 9 [Readings Book V]

Part IV: Aspects of African-American Experience

- F Mar 16 LECTURE: African American Experiences (Tim Lake)
- M Mar 19 Selections from David Walker's "Appeal, in Four Articles" (1830) [Readings Book W]
- W Mar 21 Selections from *Narrative of the Life of Frederick Douglass, An American Slave* (1845) [Readings Book X]
- F Mar 23 Selections from *Incidents in the Life of a Slave Girl* (1861) By Linda Brent (Harriet Jacobs) [Readings Book Y]
- M Mar 26 Booker T. Washington, "Awakening of the Negro" and "Atlanta Exposition Address" [Readings Book Z] and W.E.B. DuBois, *The Souls of Black Folk*, Chapter 3
- W Mar 28 "Ethnic Notions," poems and paintings [Readings Book AA]
- F Mar 30 Ralph Ellison, *Invisible Man*, Prologue and Chapter 1 [Readings Book BB]
- M Apr 2 Lorraine Hansberry, *A Raisin in the Sun* [Readings Book CC]
- W Apr 4 Ann Petry, "Like a Winding Sheet" (1946) and Pearl Cleage, "Basic Training: The Beginnings of Wisdom" (1993) [Readings Book DD]

- F Apr 6 LECTURE: African-American Sacred Music (Gordon Martin)
- M Apr 9 *The Autobiography of Malcolm X*, chapters 1-3, 7, 9 -11 [Introduction in Readings Book EE]
- Video:** *Eyes on the Prize* (1986, selections edited by C&T staff, 2002), approx. 90 minutes
A film guide detailing the selections and giving some study questions is in Readings Book EE.
Mon. April 9 at 4:15 and 7:00 pm. in Korb
Tues. April 10 at 4:15 and 7:00 pm. in Korb
- W Apr 11 Martin Luther King, Jr., "Letter From Birmingham Jail" (1963), and the sermon "Love in Action", [with video documentary, *Eyes On The Prize* (1986)] [Readings Book FF]
- F Apr 13 *The Autobiography of Malcolm X*, chapters 13, 17, 19 and pp. 435-50, 461-63 [Readings Book GG]
- M Apr 16 Beverly Daniel Tatum, "Why Are All the Black Kids Sitting Together in the Cafeteria?" *And Other Conversations About Race: A Psychologist Explains the Development of Racial Identity* (1997) and John McWhorter, *Losing the Race: Self-Sabotage in Black America* (2000) [Readings Book HH]

V. Reading for Discussion II

- W Apr 18 LECTURE: Hamlet (Tom Campbell and Marc Hudson)
- F Apr 20 *Hamlet* Act 1 & 2 (pp 5-115)
- M Apr 23 *Hamlet* Act 3.1-4.4 (pp 115-193)
- W Apr 25 *Hamlet* Act 4.5-5.2 (pp 193-275)
- Video: Two Versions of Act 3, Scene 1 of *Hamlet*
Wednesday, April 25, 4:15 and 7:00 pm, Korb
Thursday, April 26, 4:15 and 7:00 pm, Korb
- F Apr 27 Two Versions of Act 3, Scene 1 of *Hamlet*

Notes for Mon. 1/22/07 (Kevin Cash)

pg33b - science applies to all living organisms

pg24c - defines scientific theory

pg38d - intelligent design is a failure of the imagination

pg24b - adaptation is not a decision

pg40d - is evolution a religion?

pg69d - Einstein quote...feel sorry for the good lord

- Adaptation is a part of natural selection
- Giraffes naturally selected with long necks due to the rareness of food near the ground
- Scientists struggle with the question of Why?
- People believe that the why? will be answered in the future with a theory
- Einstein almost claims that science is a religion
- Fossil record proves evolution through long periods of time
- Evolution is not a religion it is a concept however science might be a religion
- Intelligent Design is not a theory in scientific terms because you are unable to test it
- Falsification is important because it allows you to disprove and build up more true ideas
- Gravity is a theory that be only confirmed it is not a fact
- Science is always changing religion is not
- Religion is changing due to science such as Genesis
- You must re-read the bible and have different interpretations
- Conciseness not a big part of scientific theory
- Deductive theory is pull out of the ass ideas
- Inductive theory are observed phenomenon that are theorized
- Mechanisms are important such as natural selection
- Religion and Science butt heads because education of theology and science are ignorant to each other

January 24, 2007

Moti Ben-Ari, Chapter 6 *Just a Theory*

Pg 111b- "Religion product of evolution"

Pg 110- "Different Communities Focus on Different Theories"

Pg 100d- "Great Theories Require Great Evidence"

Pg 101a- "Acceptance of thesis based on tradition of research"

Pg 100d- "Einstein's theory is falsified"

- tradition of research must go through right channels of inquiry and publication
 - Do Beliefs of scientists' constitute a theory?
 - a belief is acceptable if it is a proven theory
 - better if specified as a "understanding coming from facts" rather than a belief
- Pg 110- "Extraordinary claims demand extraordinary proof"
- used to link to Wagner's dilemma in binder reading

Hal Helman, *Great Feuds in Science, Ch8*

Pg 9e (1st column)

Pg 148

Pg 146d

Pg 145c

Pg 149d

Pg 145: Wagner's belief is debased because of society

-What could he have done?

- possible failure in procedure
- too sure of idea without support
- scientists should be skeptical based on his lack of data
- even though he was right, it was luck and right for the wrong reasons

Pg 149 "Wagner's theory of continental drift fills gaps in current theory"

- were other theories more beneficial because of evidence even though they were wrong?
- (Again) scientists should have been skeptical based on lack of his evidence

-Wagner's Role as an Outsider

- Scientists were also reluctant to accept his theory based on his specialization elsewhere
- Outsiders would be better used as a support of a theory, rather than the origin
- Wagner should have enlisted help, or gotten the support of other scientists in the geographical or geological field. Or at least had a second opinion before publication

Brett Sanders
Professor Helman
Cultures and Traditions
Notes for 1/26

The discussion began with Meng stating that on page 80b, it states that a theory can not be justified by the appeal of authority. Dan then stated that a theory should be justified by fact, but pseudoscience does not justify a theory by fact, but by authority. John then stated that an authority, such as a specific scientist, could have a special machine that no one else can test and therefore no one could falsify it. Dan then said that if no one could reproduce the test, then an authority could not be refuted.

The discussion shifted at this point to page 81. Kevin stated that the passage that said “knowledge is impossible,” he thought it interesting that aliens would have the same information that we do, but they would not have the same names of our scientists linked to those certain breakthroughs. Dan then asked would names and theories be better than just theories by themselves. Kevin then said that people should be credited for their breakthroughs in science, such as the Nobel Prize. Bryan then stated that some scientists were told that they were wrong when they started out, and therefore it is important to learn the processes. Neizer agreed with Bryan saying that different areas of studies can not be left separate, and that the processes are important.

The discussion then turned to page 82 as Elliott stated that scientists have come so far that Darwin himself would have to really study up just in order to prove his theory in a modern theory test. Kevin then stated that Ben-Ari states extremes, a very personal stance on the pseudo-sciences, and Darwin would do well under the modern tests.

Adam then moves the discussion to page 86b and astrology’s worth. He said that it is stupid to think they have any importance and that Ben-Ari takes a very strong point of view on the subject. Adam also stated that he spends so much time talking about pseudo-sciences that he gives them more credit. John asked why Ari dedicates so much time for something that he thinks is ludicrous. Dan then says that a person can spend time on pseudo-sciences. He then asked, if astrology contained formulas, would it be more scientific. Adam stated that it would seem to be more of a theory based on something if it could be proven mathematically. Kevin then asked the question why are humans only affected? Wouldn’t everything be affected if it’s a science? That is pretty hard to prove with math. Adam then stated that pseudo-sciences lack an all-encompassing mechanism. Bryan then brought up the point that the light we see now of stars really happened long ago.

Kenny then shifts the discussion to page 89b and states that life is better when you have a belief in a pseudo-science and that people feel more comfort and relief. Dan then stated that this weakens Ari’s argument in general because he gives them some sort of worth. Kevin then brings up the point of the Individual v. Population. He said that they do give relief but a person can not test for it. He then made a statement about subliminal tapes giving relief to people, so they could be worthwhile, but they can not be tested. Elliot stated that he sees pseudo-sciences as a form of entertainment; that entertainment is like magic—not real but cool. Bryan stated that pseudo-sciences are more like a hobby. Adam stated that Ari should have just come out and directly stated this in his book.

Kevin argued that he could not have done that because that would give even more credit to pseudo-sciences. Adam then makes the point that scientists who came from other fields of science to make a discovery is good because he was an outside guy. John then asked are these guys just intelligent, great men that could have done anything or are they simply just great at their field of science. Dan then stated that Newton spent every waking moment in a lab. He said that he was smart but he also experimented a lot. Darwin also spent a lot of time at what he was doing.

At this point, the discussion left Just a Theory and moved onto the binder. Nate was interested on the page H-3d and the statement of creating a phantom. Nate found it interesting that the first goal is to set an impossible goal. Nate said what is the point? He said that knowing a person will never reach a goal, what is the point in starting out? Kevin then stated that some of the points were absolutely ridiculous using propaganda techniques. Adam then stated that the steps just kept milking money out of people. Dan then brought the discussion back to the subliminal tapes in order to overcome a trauma, and that just because science has not proved it to be true, who says it can’t be true? Nate stated that psychologically, something might be possible subconsciously and that a person could feel like they are improving and then it might just actually be accomplished. Professor Helman then asked, would it be a good goal to bowl 300 every time? Dan stated that it is actually obtainable and that it is the goal that every person sets every time they bowl. Bryan then stated that every person has a goal of perfection instinctively. Adam then stated that if something seems obtainable and some propaganda comes around, a person would be intrigued and maybe try it. Neizer then stated that Jim Jones got a lot of people to commit suicide because he was the “salvation” that the people were looking for. The discussion then ends here at roughly 9:50.

Notes from 1-31-07

Important Passages:

Page	Description
66	good work is not done by humble men
66	criteria for work
67	very critical about people doing anything well
70	math is 1. a young man's game and 2. is a specialized talent
75	mathematics is not directly useful
77	ambition is driving force/duty of ambition
79	desire to benefit humanity
82	no other studies have standards
85	ideas don't fade with time
89	best math is serious and beautiful
117	knowledge outside math=nothing
126	change of Shakespeare
140	predicts applicability of theory
???	"bad dreams" math is ending
???	don't need to learn more than need

Class Discussion

- He argues that in order to get any progress, large ego's or necessary.
- There are two question's for work.
 1. Is it worth it?
 2. What is the value of what someone can find?

- People should do what their good at an not what they like (this is maximizing potential). People should be able to view what their doing as worthwhile. If not, they become ineffective.
- He argues that older people CAN'T make innovations or find new things. He believes that what he did was a fluke.
- Applied relativity was used in war, and he said that relativity will never affect war.
- There are three types of mathematics.
 1. Applied
 2. Useful
 3. Theoretical
- Chemical warfare more human than bayonet???
- Ambition is not the only determining factor in the drive for greatness (i.e. Hitler).
- What exactly is his apology?
 1. Apology is another word for defense.
 2. Mathematics means nothing.
- Did humanity discover or create numbers.

February 2, 2007

Part One: *The Double Helix*, James Watson

- p. 13A- scientist's narrow minded
- p. 15B- best place for a feminist is in another lab
- p. 17A- didn't learn chemistry
- p. 24B- duel benefit, Watson's sister meets Wilkins, Watson wants to see Wilkins's research
- p. 42A- religion an error of past generations
- p. 46D- origin of life wasted effort, scientific theory a waste
- p. 59C- finds out they're wrong because Watson didn't take good notes of Rosy's lecture
- p. ?- discovery of the helix
- book- different fields competitive with each other; national rivalries as well

- p. 13A Not an expected view of scientists: Don't think and are stupid
 - does Watson want to learn DNA?
 - or does he just not want to learn chemistry
 - nothing to prove (not as much pressure on him)
 - lab rats, brilliant, slackers
 - a specialty is worthless if it doesn't apply to life now

- p. 15B Sexist thoughts
 - run away or try to work
 - threatened by her intelligence?
 - all think of themselves
 - selfish; self-centered
 - English don't start work of another
 - scientists display their work

- p. 17A Avoid chemistry
 - not liberal arts
 - would work with who and what he wanted, not who and what he was suppose to
 - only learn if he has to
 - does what he has to get what he wants
 - must rely on others

- p. 24B How he can benefit from using those around him
 - victimized by Watson
 - tells intimate things
 - getting around
 - interesting side of science
 - being honest?
 - honest- fearless; doesn't care?

- p. 20 D personal life affects work life
 - balance needed
- American perspective of another culture

- p. 42A Religion as an error of the past
 - Watson makes up his mind and is stubborn
 - Crick- would you want to take advice from him?

- p. 46D Against everything *Just A Theory* was about
 - does everything have to be directly lead to something great?
 - can stumble on something important

- p. 59C First time that Watson had a chance to help; failed
 - didn't remember water content
 - down plays his mistake
 - didn't want to be called out by Rosy
 - vocabulary
 - have to know to understand (lecture)
 - couldn't understand Herman

2/5/07
Chapter 16-19 Double Helix

Pg.

95- Quote on Mistake
124d- Gender Problems
?- Scientific Integrity
?- Watson actually does something
104b- Watson doesn't work on experiment
100b- Motivation of Sir Lawrence Bragg
117/118- Measuring the Model
127d- Lack of info
129c-Sister types up model reports

95 Insulting Rosy- How does this affect office dynamics?
Is this book bias or is she really difficult?
Class decision- she has chip on her shoulder

This leads into 124d- a change in Rosy after she is not an equal in the lab. Why is she hostile? Lab does not recognize her as a good scientist. Is there still a problem today with this in the scientific world? Class- no

100b-Sir Lawrence Bragg- Just doesn't want Pauling to beat them. People want to make name for them. Class- No one is in it for humanity
Discussion moves to Crick's personality- He is a loud mouth that bothers Bragg.

104b/c- Watson once again not doing anything. We go into how he is not even trying anymore. He is playing tennis and hanging around with girls.

117/118- Questions why accurate measurements need to occur on model? How do models fit together? Also, first time Watson does something. Collaboration that Crick and Watson had.

127b- Leaking of info. The gossip traveled fast to Pauling's lab.

115- Race- Now Watson and Crick has a jump on everyone. Why hate any form of secrecy in the Science? Is this good or bad for Science? Cold fusion=good this time=bad
Is competition a good thing in Science? Can you have both?

128/129 Maurice never got a shot to work on it because of Rosy problem. How did this hurt their friendship? Should they feel bad? Are these in opposition to competition in Science?

129c- Sister types up model. Watson tells her she will be famous, but no one knows her.
Watson once again not doing anything

Watson and Crick- Heroes? Sidekicks?? Do we like them??? Class- neither of them are heroes, but they did work well together.

The Double Helix Video
Feb 7, 2007

- Watson misconception of Rosy
- Watson and Crick did nothing
- Did the movie portray Rosy as a different character than the book
- Misconception of everyone
- Dynamics between Rosy and her parents
- Could discovery of DNA happen without “photo 51”
- Impact that Rosy had on women in the field of science
- Difference in labs Rosy worked at

Movie – Miscommunication about who’s in charge

- Rosy thought she was running the show
- The movie portrayed Watson as a bad guy
- Movie made to many assumptions and not enough facts

Watson and Crick could have discovered DNA without photo 51

- Watson was getting better at crystallography
- Rosy did not like the idea of model building
- Rosy was so smart that she could have discovered DNA by herself
- Rosy deserved more credit for finding DNA

She went against her parents and chooses a science career

- Giving the time frame you can tell why her parent was worried

If Rosy was a male

- Not only was Rosy was a female, she was a Jew
- Maybe Watson and Crick would have gave her credit if she was a male

In a book there always has to be a villain

- Watson wanted to make money

What if someone from the outside told the story?

- Wouldn’t be accurate

Movie is also bias.

- By defending Rosy legacy they destroyed Watson and Crick

C&T Notes – 2/9/07

- (77): “harder to believe”
(85b): “self-aware phrase”
(71a): “bank theory”
(70c): “7-day genesis non-literal”
(80a): “cosmic evolution boundary”
(109b): “Microcosm God book”
(99a): “no definition of life”
(107b): “Okham’s Razor”

M13 – What’s it mean to be alive?

- If an organism is “fixed” is it alive?
- Author doesn’t think so.
- He compares finding out what life is to finding true love, and to finding extra-terrestrial life.

107a – Author admits that the complication and awe-inspiring detail of the universe gives doubt that evolution is the only force at work, but ultimately he sides with Darwin.

- Discussed what evolution really means, what it involves, etc.

77

- Tough to take the author seriously with the way he writes – talking about Kama Sutra, orgies, etc.
- Even if we believe in “the big bang,” don’t we still have to take certain aspects on faith?
- Important to know that all of these are just theories, and some are more far-fetched than others.
- What was there before the big bang? Anything?
- Author admits that scientific “fact” is itself more a faith that is provable in principle than a fact.

70c

- Literal 7-day Genesis? What do you guys think?
- Have to be willing to allow nature to disprove our theories.
 - Too many scientists get so stuck on what they think that they refuse to change their minds when the alternative proves true.
- If we disproved “big bang,” would society really change?
 - It would, at least eventually, if the Earth was going to collapse or something.

- “DNA never dies, it only improves”
 - So what will that mean for our descendants?
 - Will we keep the Earth alive long enough for DNA improvements to manifest themselves?

- Does life try to be perfect or just better suited to the environment?
- Are we the conclusion?
- Are we the evolutionary goal, or will we too eventually need to evolve?
- Can we produce super-human beings? People who will never be sick?

80a

- We have no other planets or life systems to compare to, so we don’t know how much is evolutionary and how much is random or “local flavor.”
 - What might other galaxies hold?
- “Ancestral Cloud” theory
 - Theories about the origin of the solar system itself.

107b

- The theory that when looking at multiple theories that are the same in effect, shouldn’t we use the simplest one?
 - Maybe just safer: the less variables the less chance of being wrong.

C+T Helman
February 12, 2007

David Grinspoon, *Lonely Planet: The Natural Philosophy of Alien Life*, Ch. 9,16

Quotes

- 142 Intelligence is impossible to develop
- 144 Rare Earth
- 146 Iron hogged all the oxygen
- 255 Science has lost desire to question its own authority
- 258 NASA has own planetary protection office
- 259 Mars—Manifest Destiny
- 261 Discovery involves risk
- 265 Chemical systems elsewhere

Discussion

What is intelligence?—Knowing that you have intelligence

- Ability to think about your history

Are we product of earth or is earth product of us

- We adapt to our environment
- Religion says earth is a product of us
- Evolution says we are a product of earth
- Are we destroying the earth now
 - Yes, with pollution, etc. we are taking the earth for granted

Alien Life

- Is life on other planets intelligent
- If aliens existed and wanted to take over, would they not have already tried?
- Do other planets even support life?
 - We typically associate life with humans, however many organisms still exist outside of us.
 - If other planets are able to support life, how will we know if we cannot travel to them?
- Would you personally interact with other life forms?
 - Depends on their intelligence level, among other superficial things.
- Questions to think about
 - How probable is it that aliens exist?
 - What would they want from earth?
 - What does intelligence give us?—ethics, greed, what else?
 - Would other life form believe in God, or other supernatural being?
 - Would there be competition or neutrality between us and them?

Science’ own authority

- No one questions science, what if we are learning things that are wrong?
- Discovery involves risk—is it worth the risk to search planets...do the benefits outweigh the positives?

Discussion Notes: February 14, 2007

Ben-Ari

1. p. 132A: non-religious people think society created religion for social believes
2. p. 133A: explanation about religion
3. p. 134A: science describes, religion prescribes
4. p. 134A: science and religion have different authorities
p. 136B: why evolution and God

Binder

5. p. 246C: young man who doubts God
 6. p. 251B: doubting the divinity of Christ
 7. p. O14: science without religion lame quote
p. 249D: why believe in God?
p. 252: discusses different aspects of religion
p. 254B: religion should find a set of ideas with no conflicts to science
p. 255D: necessity of moral view towards science
p. 256C: two great heritages of western civilization
1. p. 132A: non-religious people think society created religion for social believes
 - Interesting claim to pacify social needs.
 - Religions have supplying political needs
 - Ben-Ari doesn't pull a side on the issue through this statement
 - Even now, lives are somewhat controlled by religions, however, not as much as in past history
 2. p. 133A: explanation about religion
 - "divine to rule" seems to be an old aspect
 - cannot see religion as a dominating aspect of rulers, and their rulings over countries
 3. p. 134A: science describes, religion prescribes
 - Is this a fair assessment, or do they just clash?
 - Where is the authority coming from?
 - Until we find out, we will never know
 - Science tries to theorize and almost "set in stone" their ideas, and completely disregard religion and their standpoints and views
 - Science, as a whole, does not try to disprove religion, only some scientists do
 - If there is no middle ground between science and religion, shouldn't people just stay with their bias group, or the group the solely support
 4. p. 134A: science and religion have different authorities
 - Did God make humans as servants? Why did he make us?

5. p. 246C: young man who doubts God
 - Is it correct to lose faith for this reason?
 - You shouldn't be able to accept the 1st view
 - You are always taking "their word for it" with everything
 - Religion is personal, and is more faith than reliability
 - The law does not follow any certain faith, whether the morals some religions preach
 - Dan says that it seems like the author is saying ignorance to science leads to the belief in God. Adam set him straight
6. p. 251B: doubting the divinity of Christ
 - Just because people do not follow a religious view, does not mean they are not good people
 - Only some aspects of science and religion clash
 - believing some "stuff" from here and there creates a "slippery slope"
 - Could you reason to believe certain aspects?
 - it would be hard to, due to our generation of wanting proof, but at the same time, it relies on faith. If we do question it, try to find proof.
7. p. O14: science without religion lame quote
 - You need to know how to use and apply what you know

Abelardo Llamas
Professor Helman
Cultures and Traditions

Abraham and Jacob Discussion
February 19, 2007

Points Discussed:

- Genesis 22 Did Abraham know his son wouldn't be sacrificed?
 - Genesis 22 Jesus Prophecy
 - Genesis The men are insanely old
 - Genesis 30 "Dan" is rather important
 - Genesis 30 Deceit and retribution with flock
 - Genesis 12 Honest mistake
 - Genesis 28 Canaanite Women
 - Genesis 12 Not all, but just Israelites
 - Genesis 17 Name Change
 - Genesis Circumcision
 - Genesis 18 Royal "We"
- 1) The first thing that was discussed was the long life of the men in this period of time. It was discussed that they had a long life because they were blessed by god. Healthy and good people live long. The destruction of Sodom and Gomorrah shows that people are becoming more and more "evil" so the life span is slowly starting to decrease for these people. Perhaps also, the environment was better and so there were no people getting sick and could live longer. It was also thrown out there that maybe they had a different calendar so maybe they could have lived long because of this. The general agreement, however, was that these characters had a long life because it was an easier way to keep the stories continuous and without breaks.
 - 2) We then discussed Abram's first deceit. Abram presents his wife Sarai as his sister and not as his wife for fear of Pharaoh killing him to make Sarai his wife. Pharaoh makes her his wife and after he is plagued he realizes that something is wrong. He pleads with Abram asking why he lied. Why did he lie was our next discussion? We had trouble answering this other than the fact that Abram was obviously looking out for himself. Perhaps it was because Pharaoh was a non-believer and this was God's way of getting around to punishing him for his lack of faith.
 - 3) We then moved on to discuss the "special" people of God. Not ALL people were God's chosen people, but specifically the Israelites. To symbolize this, the Israelites begun circumcision and it was one of the first "laws". It was a symbol of the covenant made with God and it was a way to instill law that humans needed.

- 4) This went into the discussion of Abram's name change to Abraham. Abraham meant "the father of many nations" and God told him that from him the nations of the earth would come from his procreating. His name change symbolizes a new beginning or re-birth like that of the Catholic faith when you get a Confirmation name for your new beginning into your new life. Again the emphasis is in the idea that this is a new outward change to symbolize a change within.
- 5) We then shortly discussed the "Royal We". It was discussed that the "Royal We" seemed to foreshadow of the eventual view of "3 persons in 1 God".
- 6) Our discussion then stemmed to God's interaction with Abraham. God is always appearing before Abraham and speaking with him. From God's talk with Abraham regarding Sodom and Gomorrah we felt that God sought to please Abraham. We got this impression because he was gradually becoming more and more forgiving of the people in Sodom and Gomorrah. It didn't change their fate, but it appeared as though God sought to make Abraham happy. We came to the conclusion that Abraham was so close to God because he was the most faithful and righteous person in this time.
- 7) Our discussion then followed on to God's test of Abraham's faith. God wanted to test the lengths Abraham was willing to go to for a greater purpose and wanted to test his unwavering faith. However, it would be hard for anyone to sacrifice their child so we then discussed the idea that Abraham may have known that God would not allow Abraham to sacrifice his son. If he knew this, perhaps this is why he never flinched when it came to sacrificing his son.
- 8) Stemming from this we discussed a possible foreshadow of Jesus. The son of Abraham never struggled when he was being tied down as Jesus never struggled when he was being nailed to the cross. The son was blind folded similar perhaps to the blind faith in Jesus. Also, the son was being sacrificed as a lamb. Jesus' sacrifice is like that of a lamb and he is referred to as the Lamb of God.
- 9) Our last discussion was about the reading of the Bible. We discussed the literal and allegorical ways of reading the Bible. We discussed that by reading the Bible allegorically, the power of God is reduced considerably. It was discussed that you probably can't take everything in the Bible too literally, but to loose of an interpretation of the Bible can end up in a less effective and powerful meaning and story.

2/21/07

Students' questions:

- Gen 32 Jacob wrestles with God
- Gen 32 don't eat thigh
- Gen 34 brothers destroy city's walls
- Gen 14-17 everybody must be circumcised
- Gen 40 Joseph interprets dreams
- Gen 37 Joseph is sold by his brothers
- Gen 32 Jacob is surprised he saw God and lived
- Gen 45 Joseph takes time to reveal himself
- Gen 39 Joseph is wrongfully accused
- Gen 40 interpretations of dreams

Discussion

- 32 Jacob wants to show power?
 - Why does God want to do it?
 - Does not God forgive?
 - Why does God cheat?—make him a weak man?

Rape of Dinah

- Kill them who raped Dinah
- She didn't have lie
- The reaction
- If you do something wrong, you will be killed

- 34 The story means the hardship
 - Upset, but should not kill the entire city
 - Why they are not heroes?—don't trust God, etc
 - Different writer?
 - Once you become the king, you have a lot power

- 46 God saves those people by giving Joseph hardship
- 39 God gives help to Joseph

Helman—why it goes so long?

- It is just happened like that way.
- Human nature—won't forgive him, selfish, heart-broken

C&T Notes for Friday, February 23

Exodus 1-6:13, 6:28-8, 11-20

Board Topics:

- 1) Ch. 4 Moses trying to get out of task
- 2) Ch. 14 God brings glory to himself
- 3) Ch. 4 Why does God harden the Pharaoh's heart?
- 4) Ch. 2 Moses kills the Egyptian
- 5) Ch. 8 Which plague was the worst?
- 6) Ch. 18 Moses acts as a judge over the Israelites
- 7) Ch. 20 God gives Moses the 10 Commandments
- 8) Ch. 18 The Israelites are a nation of judges, not kings
- 9) Ch. 14 Parting of the Red Sea
- 10) Ch. 12 Why make unleavened bread?

Discussion:

- 4)
 - Moses kills and hides body
 - Isn't Moses great and almost holy?
 - "O my Lord, please send someone else." 4:13
 - Was Moses raised by Egyptians and Hebrews?
 - Is it good for God to use a flawed person like Moses?
 - The Israelites complain a lot
 - 3)
 - Is this right for God to do to the Pharaoh?
 - The Old Testament God punishes and needed to prove a point to Egypt
 - "The Egyptians shall know that I am the LORD, when I stretch out my hand against Egypt and bring the Israelites out among them." 7:5
 - 2) God brings glory to himself
 - What does it mean to have a hardened heart?
 - Ruthless, no sympathy, stubborn cruel
 - 5) Is it necessary to have so many plagues?
 - For a better story.
 - Pharaoh has great magician's to mimic plagues
 - "And the magician's said to Pharaoh, 'This is the finger of God!' But Pharaoh's heart was hardened, and he would not listen to them, just as the LORD had said." 8:19
 - 10)
 - No time for bread to rise
 - Doesn't get stale as quick
- 430 Years)
- "At the end of four hundred thirty years, on that very day, all the companies of the LORD went out from the land of Egypt." 12:41
 - Why mention this, why give exact years?

- Answer to a prophecy?
- Tells us when the Exodus occurred, makes it more real

8)

- “Then Moses stretched out his hand over the sea. The LORD drove the sea back by a strong east wind all night, and turned the sea into dry land; and the waters were divided.” 14:21
- “So Moses stretched out his hand over the sea, and at dawn the sea returned to its normal depth. As the Egyptians fled before it, the LORD tossed the Egyptians into the sea.” 14:27
- Did Moses use his staff or hand?
- The staff seems more important
- The Battle of Joshua vs. Amalek in Ch. 17 emphasizes both hand and staff

6)

- Why is it necessary?
- Jethro tells Moses to use judges
- “Now I know that the LORD is greater than all gods, because he delivered the people from the Egyptians, when they dealt arrogantly with him.” 18:11
- Petty arguments were taxing Moses
- Follow judges and good things happen
- Religions can listen to outsiders
- “When they have a dispute, they come to me and I decide between one person and another, and I make known to them the statutes and instructions of God.” 18:16
- Gives best to follow God, such as by sacrifices

7)

- Murder is bad now?
- Was it okay before?
- Does murder cover all types of killing or just some types?
- Is it okay as lawful punishment?
- Was is justified for Moses and Joseph's brothers?
- Is it good to follow the 10 Commandments even for non-Christians/Jews?
- Can you be Jewish/Christian and follow the 10 Commandments but not believe in God?
- Different interpretations of the Bible?
- Verses 20:22-26
- Defacing God?
- Agrees with the 10 Commandments
- Why no art of God?
- Comes in too many forms?
- Is this because of fear of God?

Notes for C and T: Samuel, Saul, and David: 1 Samuel 3,8-10,15-21,24,28,31
2/28/07

Topics:

8: Israelites Demand a King

15: God Regrets making Saul King

16: David anointed as king

16: David is the youngest of the family

17: David kills Goliath

28-31: Saul and sons kill themselves

15: Saul loses for favor for just one mistake

20: Jonathon and David's relationship

3- Samuel is the 1st prophet in a long time

15- Saul promises to not kill David

Discussion points

3- Why is Samuel generally accepted as a prophet? What has he done to gain authority?

How does Eli know Samuel is a prophet?

8- Why do Israelites want a King? The judges have not done well, isn't Yahweh enough?

Yahweh has not been enough.

Why does God pick Saul? Doesn't he know Saul will be unfit to rule?

Do the Israelites have free will? Saul apparently does not have it.

God regrets his choice, is this a sign of God's imperfection, very problematic.

David does worse things (rape, murder) and remains king. Why does God punish Saul and not David?

People do not follow David until he proves himself in battle, despite the fact that God has anointed him. Saul remains king until his death.

In retrospect was it good to want a king?
Yes it was because it unified the tribes.

David and Goliath:
Goliath is tall

The killing is very brutal, he shoots with the stone and then decapitates him

Saul promises to not kill David and then throws a spear at him

Saul is jealous of David's military success

18:29-Saul and David officially become enemies

David marries Michal, why does Saul allow this?

An evil spirit from God appears, evil can come from God?

Jonathon is willing to give up kingship for friendship with David, shows humility for David

Role of fate, is Saul destined to die in battle so David can become king?

Abelardo Llamas
Professor Helman
Cultures and Traditions

Samuel, Saul, and David Discussion
February 28, 2007

Points Discussed:

- 1 Samuel 8 Give us a king
- 1 Samuel 15 God regrets making Saul King
- 1 Samuel 16 David anointed as king
- 1 Samuel 16 David youngest son
- 1 Samuel 17 David defeats Goliath
- 1 Samuel 28 Role of fate
- 1 Samuel 31 Saul and all sons die
- 1 Samuel 15 Saul's one mistake loses God's favor
- 1 Samuel 20 Johnathan and David's relationship
- 1 Samuel 3 Samuel first prophet in long time (and not viewed as crazy)
- 1 Samuel 18 Promise to not kill David

1. Discussion opened up with the fact that Samuel had no problem convincing people of his prophecies, though there had not been a prophet in a lengthy period of time. This was because he had more validity because his prophecies came true.
2. Discussion then went to the Israelites asking for a king. The question to be answered in this was "why now did they want a king?" God had been there king and lord so why now did the Israelites ask for a human king? We discussed the fact that God may have lost credibility with his people. The judges appointed through God were unfair and did not satisfy the people's needs. Why then should they accept God's kingship if he was not capable of selecting adequate leaders?

A question that stemmed from this was "why did God choose Saul knowing that he would mess up?" God is ALL KNOWING as well as all powerful so he must have known that Saul would disobey his commands. Why then did God still choose him to be the first king of the Israelites? The conclusion that we came to was that perhaps God was trying to show that humans, no matter who they are, are not capable of being "good" kings.

3. Next came the question of how could David be anointed as king if Saul still maintained his power as king? The response to this was that we believe Saul to have lost his "divine kingship" and was now simply "king of men". In this perspective it is entirely possible for David to be anointed "king" without being the reigning king at the time.

The question that arose from the talking of kings was why not have Samuel as king of the Israelites? Samuel was old and his sons, the eventual successors, were

all corrupt. In this light it wouldn't make sense to have Samuel as king. Also, the kings were expected to lead the men into battle and win victories over other opposing forces. Samuel was too old and not a warrior so again Samuel would not have made a good candidate for king.

4. Was it even a good idea to have a king? We answered yes, because it was a way of unifying the tribes together especially in times to defend themselves against attackers.
5. Our discussion then went to the story of David's defeat over Goliath. Goliath was close to 10ft. tall and a little guy beat this giant with a sling??? This was remarkable and we believed this a way to show that *anything* was possible through God and that this may have been similar to a "tall tale" to add to the people's identity.
6. The next part of our discussion was about Saul's promise to not kill David. Saul promised to not kill David yet he continually made attempts to spear him. Why did he make this promise and still try to kill him? We believed that it was for fear of David and jealousy or envy. The people sang better praises for David (Saul's 1,000 kills vs. David's 10,000 kills) and this may have caused much jealousy in the king because he was being out done by David.
7. Everyone close to Saul loved David. His daughter (married David), and his closest son, Johnathan, loved David. Even the people loved David. More reasons for Saul's hate of David.
8. Another question that arose with Saul was why did he propose the idea of David marrying into his family? In Saul's eyes David was his enemy and we believed this to be an example of "keeping your friends close, but your enemies closer."
9. The next question that we answered, and discussed, was how does God have evil spirits??? We answered this question of God sending evil spirits into Saul by agreeing that God had domain and ultimate control over everything so therefore God had control over evil spirits as well.
10. We finally examined the role of fate in this book. All prophesies of God came true when they were told to be direct and true prophesies of God. Why then did people continue to try and escape, or challenge, their fates? If God says that something is going to happen, then there is NO escaping it. We see a good example of this in Saul going to battle despite knowing his eminent defeat.

Many people died because of this and many innocents died in the battle. Why did God let these innocents die? Perhaps God was punishing the Israelites for having desired a king over his reign.

March 2, 2007

2 Samuel

- 6-God killed a man for touching the Ark
- 6-David unwilling to bring the ark into the city
- 6-Michal hates David
- 16-Absalom's Rebellion
- 1-David has messenger killed
- 13-Rape of Tamar
- 19-Joab confronting David about mourning

1 Kings

- 1-Commandments
- 2-Benaiah as commander

- David killed the messenger for killing the lords anointed
- Honesty isn't always right in the old testament
- David is still loyal to Saul even though Saul attempts to kill David
- God strikes down the man who touched the Ark is a bit excessive although if they would have listened to God in the first place they would not have been carrying the Ark on a cart
- First mistake with God is often the last mistake with God
- You are supposed to love and fear God at the same time
- The Ark is God given and David should take advantage of it
- David dancing naked in front of women leads Michal to hate David God does not allow Michal to bear children for this reason
- Incest is off limits if it is closer than cousins also rape is a crime that should not go unpunished
- Absalom's rebellion is David's fault because he did not punish Amnon
- Absaloms's rebellion could be God's punishment to David for killing a man and sleeping with his wife
- God doesn't judge beauty he chooses whoever he wants to lead however God could have blessed David's bloodline because he is chosen
- David prays that the council is foolishness
- Joab judges David for mourning the death of his son saying that he doesn't care about the troops who just won the battle for him
- All people in power seem to have a loose interpretation of the Commandments

March 12, 2007

1 Kings 16:21-22:40; Amos 1:1-2:8; 5:1-6:14; 7:10-17

1 Kings 18:40 – Elijah kills prophets

1 Kings 19:17 – No one able to escape from people Elijah empowers

1 Kings 21 – Lord shows signs of forgiveness

1 Kings 21 – killing to get what you want

1 Kings 18:40

-God uses people to kill those that go against him instead of doing it himself

-why are prophets hid?

-Jezebel orders their deaths

-Jezebel has personal motivation

-people are easier to control if under one religion

-God uses people to do His work

-God has more true follower- 7,000

1 Kings 19:19

-God sends evil spirit into a prophet

-allows the spirit

-God and His court of spirits

-like king and Nobles

-God now has a hierarchy of power now

-in a vision – might not be word for word

-presents in a way that makes sense to people

1 Kings 22:7

-another prophet that never prophesies well of him

-want prophets to tell him what they want to hear

-why do we need another prophet?

-shows lack of faith

-won't give a chance to believe

1 Kings 22

-using deceptive means to get what you want

29- repentance

-punishment: but later

-women using deception

-Rebeka and Abraham; Eve; Jezebel

-like Saul

-tried to humble himself

-king or queen do wrong to get what they want

-other society it would be fine for the king to do

-but here it seems that faith and humility are more important

-motivations of actions

-human nature; selfish

-gods in the Odyssey do what they want

-OT and Greek mythology

-gods make and pick kings

-determine fate

-influence on Israelites or visa versa

-people behave the same

-is it just similarity in how people are

Amos

-3 transgressions, but the fourth brings judgment

-are transgressions kings?

-describe what right and what's wrong

-shows no goodness in people and if your bad you'll die

-tells people it is a time of evil

-warning the people not to stray

Amos a prophet?

-speaks what the Lord said

-prophesies - predicts

-must change their ways

-God will strike them down

-future pretense—prophesy

-different – does he have direct contact to the Lord

-historian and prophet

Prophets

-direct contact with God

-predicts the future

Class notes 3/14/07
Job/Ecclesiastes
John Hanson

V8-10- God asks a lot of questions.
Job 42- Lord gave Job twice as much.
Job 1.6- God and Satan betting on Job
Job 4- Friends think he did something wrong
Job 7.1- Human beings have a hard service.
Job 5.7- Human beings are born to trouble.
V8- Repetitive Language
V15- Meaning of Life
V16 Fool happens to likewise, why have I been so wise?
Ecc. 9- Everyone will suffer same fate.

V8-10- Why does he do this? Should Job be angry? Class: We would be angry too.
1.6-Discourse of God and Satan. Do we view God in this way? Who was right? Class: We don't know.

2.9 Why did Bible use term "lips"? Class: Metaphor for whole being.

3.1 Progression of silence to cursing God.

3.2 Does Job do something wrong/right?

Reoccurring theme of God testing people. Ultimately is rewarded. Class: Only hang-up is God taking away kids. How can you replace that?

4. Friends punished for accusing Job of doing wrong. Class: Misfortune happens to everyone even Job who is righteous.

7.1 "Humans have hard service." Class: Goes back to God constantly testing people. It can always get worse.

V6 Humans born into trouble? Class: Agrees, look at Middle East. Our children will be born into problem of Iraq.

5.16 Weird wording of "sword of needy mouths." What does it mean? Class: Poor have hope. Focuses on empathy.

Overall Ecclesiastes is depressing. Do we have a point? Class: Wisdom is important but we should keep our priorities focused.

C+T Helman
March 19, 2007

Walker, David. *Appeal, in Four Articles.*

Quotes

W3 2c-d Prediction of Civil War
W4 2a What's going on in Spain
W4 2c Christian values not adhered to
W5 1c Most degraded people in history
W5-6 Joseph and Israelites
W7 2c Turks and Greeks
W8 2a Transition to motivational piece
W9 2d Africans have not been have as bad as whites

Discussion

- Target Audience
 - o Upper-class white—only ones able to read it
 - o Black people—empowering piece, supposed to motivate them
 - If you are not doing anything you are to blame as well
- Most degraded people
 - o Trail of Tears—worst than slavery?
 - Not too much discussion on this aspect
 - o Really how he felt—so much emotion and it helps in empowering the black people because they feel abused.
 - He was trying to gain empathy from different groups
- Religion
 - o Used white's Christian values against them but saying whites were not adhering to what they say they do.
 - o Attacked religion—Church on Sunday, but slave beater on Monday.
- Were whites justified?
 - o The last part of class consisted of discussing whether or not it was the fault of the second, third, etc. generations of slave owners.
 - If blacks were really viewed as property then the treatment was not so bad.
 - Growing up as slave owner hinders ability to see that slavery is really wrong—raises the question of who is responsible.
 - o This idea is somewhat weird but nonetheless it was possible.
 - There were arguments for both sides—some argued that they were not justified just because it was how they were raised, while others argued that the idea that slavery was wrong was lost in time.

Notes from March 21, 2007

- 1.) p. 1: Didn't know his own age.
 - 2.) p. 3B: Prediction of the reason for the downfall of slavery.
 - 3.) p. 5A: First eyewitness of slave brutality.
 - 4.) p. 6B: Food and living conditions for slaves.
 - 5.) p. 12B: Slaves fought each other over who had the better master.
 - 6.) p. 20B: Education inspires freedom.
 - 7.) p. 21A: City slaves vs. plantation slaves.
-
- 1.) p. 1: Didn't know his own age.
 - Thought it was amazing you can go through life not knowing how old you are.
 - You have no age and no birthday.
 - 2.) p. 3B: Prediction of the reason for the downfall of slavery.
 - Predicted that the growing rate of mixed people would cause the end of slavery.
 - Being a mixed slave, you got treated worse than the fully black ones.
 - Can only suspect who his father is. He has no true proof.
 - Were completely dehumanized on the plantation.
 - If they were more than "just property", then they will not be as good a slave.
 - Knew he had brothers and sisters on the plantation, but had no feelings for them.
 - When his mother died, he found out late, and did not even show emotion about it.
 - Living in Baltimore, the other kids began to teach him how to read. This was his first experience of building relationships.
 - 3.) p. 5A: First eyewitness of slave brutality.
 - At such a young age, witnessing a slave beating is unbelievable.
 - This seems to be the beginning of a book long retaliation.
 - Children could see these beatings, become scared, learn from it, and do nothing wrong.
 - If slavery were to continue, the punishments would have to remain.
 - The slaves needed to feel inferior in order for slavery to work.
 - Even when Douglas was free and in New York, he was still scared, and didn't trust anyone.
 - 4.) p. 6B: Food and living conditions for slaves.
 - The living conditions were so incredibly unbearable and terrible.
 - Boys and girls had just one T-shirt to last them an entire year.
 - The slaves would fight each other over scraps of food – like pigs.
 - If the slave owners would ration the food right, the weak would die, and the next generation would grow stronger.
 - Limiting the amount of food a slave got, would limit the thought and physical action taken against a plantation and the slave owners.
 - This occurs because once you go hungry, you only think about hungry you are.
 - 5.) p. 12B: Slaves fought each other over who had the better master.
 - No family ties. The only tie was their plantation and their owner.
 - The slaves were brainwashed into "knowing their place".
 - Being sold to another plantation was seen as bad – you would be leaving the only family you know.
 - 6.) p. 20B: Education inspires freedom.
 - Hears his master tell his wife not to teach themselves to read. Realizes that education is the pathway out for slaves.
 - 7.) p. 21A: City slaves vs. plantation slaves.
 - Slavery was less severe in the cities than it was on the plantations.
 - There were more people living in the cities, so more people could see how you treat your slaves opposed to the plantations.
 - Slave owner's wives even became victims of slavery. They were told not to teach the slaves, so they become mean and cruel as well.
 - It was hypocritical for slave owners to sit in church and think about what they do Monday through Saturday.
 - People against slavery, living in the North, probably had no idea as to the degree of slavery in the South.
 - Interesting how he didn't reveal how he escaped. He did not name the kids who helped him read and learn.

Notes for **Incidents in the Life of the Slave Girl (3/23/07)**

By: Linda Brent

Y2- Brent never knew she was a slave girl

Y5- Ms Flint watches her all night

Y2 D- Saves money to purchase her out of slavery

Y6- Southern women often marry men with slave children

Y9- Grandmothers response

Y 14- Enlightenment counteracting slavery

Y4 2a Slaves have some rights

Y 11 2a- Benny is outspoken but not whipped

Y2- Brent was treated well, this is why she didn't know she was a slave till she was older. Brent wasn't unhappy till she found out she was a slave just like Douglass. She became unhappy when she was treated like merchandise. Grandmother loaned her mistress 300 dollars and never got it back, shows cruelty of slave-owners.

Y2 2d- Why weren't they allowed to buy slaves, it seems the father had enough money but was denied. Property can't buy property offered as an answer.

Y5-Mrs. Flint watches over Brent. This shows that slavery hurts everyone. It drives MRs. Flint crazy. Brent belongs to Dr. Flint's daughter. Shows disregard for slaves as they are just given to little kids.

Who does MRs. Flint blame more? Dr. Flint obviously to blame, but Mrs. Flint goes back and forth between blaming Brent and Dr. Flint.

Why does he build small cottage? It gives Lynda and him a place to have sex away from Mrs. Flint.

Flint can get away with having illegitimate children because the slaves are too afraid to say anything.

Y 4 2a- Linda is able to refuse Dr. Flint's advances on occasion. She may have been free at this point in the story though

Y 6- Southern woman often marry men with slave children. Most do not have a problem with it, slaves are just property.

Is Mrs. Flint from the North, she would not have grown up in this culture and thus the discomfort with the situation.

Women feel they cant do anything about it so they don't

Men provide too much for women to dissent

Y-9 Grandmother is extremely mad at Lindy for her relations with Flint

Unfair response , Linda didn't have much choice

Mr. Sanz is the father of Linda's two children.

Linda just wanted to get pregnant to get revenge on Dr. Flint. Grandmother could be mad if this was Linda's justification for promiscuity.

Y-11 2a- Benny is outspoken but not punished

Dr. Flint tries to get Benny to say where his mother is, he refuses and says he can tell his mother to stay away if gets punished

Benny is no longer property

Kids might not know she is in hiding

Slaves here our more daring

Y 14- Enlightenment counteracting slavery
Knowledge leads to hate of slavery

Douglass and Bennet both educated and then try to escape
Bennet is taught to read and write by a women, men are more cruel

Is lighter skin source of different treatment? Could cause more cruel treatment as well

Linda has it worse because she is raped
Douglass has it worse because he doesn't have family

Is sex consensual? NOOO

Brett Sanders
Cultures and Traditions Notes
3-26-07
Professor Helman
Washington and DuBois

Washington believes that if the African-Americans work for everything, then it will give them all a leg-up on the lazy slave-owners of the past.

Washington's strategy was to build one school, and from that school, develop leaders to send out to the community.

DuBois sees Washington's plan as allowing the black people to have low-class jobs—form of slavery.

The strategy was to become educated at Tuskegee and then educate the rest of the race.

Washington talked about how they tried to get blacks into Congress, then working to get themselves legislature, then former Confederates could not run for office.

Blacks often voted for themselves.

White people got back into office by scaring people away from the polls and scaring black people from running for office—the South gained control of its own voting laws so this could occur.

The friction between the races will disappear if the black man can make something that the white man needs.

Middle East as oil—we trade with them.

Black people can be leaders by holding mortgages and securing themselves good jobs.

Black people need to gain respect with commercial development.

Washington's idea—progression of black race must be in small steps.

Does DuBois have a fair criticism of Washington's belief of small steps?

They want to be independent from the whites—it would be a weakness if the whites helped in the progression of black race.

More practical to be independent and just doing it themselves.

The largest opposition to Washington's plan was his own race—Do they ask for more? The whites were happy with Washington's approach.

Does Washington need more students, teachers, what?

Washington was not opposed to political power or upper-class, but he thought it better to raise the race as a whole rather than to straight from slavery to politics.

If one has no money for college—one needs to learn an industrial skill in order to promote their welfare.

The less one has the more dependent on others he/she becomes.

Ironic—DuBois criticizes Washington's plan even though it seems to have worked—they now have time to worry about politics and such.

The race needs to be educated before one just gets thrown into political power—could be even worse for the race if this does not occur.

DuBois thinks that this will start them off with degradation—they are uneducated—so there needs to be a progression.

Living with the masses could mean political power.

The black race did not need to look worse if they had political power too early.

DuBois says Washington's plan cannot work if blacks do not hold political power.

Washington thinks it is possible—perhaps it is not a valid criticism, but without representation, rights could be lost.

Abelardo Llamas
Professor Helman
Cultures and Traditions
April 19, 2007

“Ethnic Notions” Discussion

March 28, 2007

Points Discussed:

- “The Harlem Dancer”
 - “I Too”
 - The way children were portrayed (eaten by alligators)
 - “Rivers”
 - Images
- 1) Discussion opened up with “The Harlem dancer”. The first question was “what was the poet trying to say in the last lines?” We discussed that prostitution seems to look good by the way the lady portrays it, however, he says that prostitution is, obviously, bad. A question that arose from this was “why didn’t he write more if this was meant to be an anti-prostitution poem?” He could have written more so that we got the message that prostitution is indeed bad despite by how “good” it may seem to be. He did show this though by pointing out that there is nothing to be proud about in being a prostitute by showing the prostitute was merely feigning her happiness for business’ sake. The overall message of this poem was to not settle for a mediocre job.
 - 2) Next, the poem “I too” was discussed. A message discussed is that they will succeed no matter what and that they are always growing stronger. We also discussed that the poet builds a common ground with the reader by using “Americanness”. The poet also seems to be prophesizing.
 - 3) We next discussed the poem “Mother to son”. We said that the main message in this poem is to remember your roots and heritage. To do that the poet says that you should remember your struggle and how you got to where you are. This will help you to always remember your roots and heritage. We also said that this should be a life lesson for everyone and not just blacks. Also, we felt that the poem talked about the importance of having dignity. There was a strong portrayal of the slave masters. Slave holders (white men) are portrayed as wild dogs, while slaves (blacks) are portrayed as intelligent. This is image opposes the general image that’s often held by whites. This is different from “The Harlem Dancer” because there is a message to rise up as opposed to a passive and sympathetic view. This is a sonnet, but it is not done in the formal sonnet matter. By doing this the poet is trying to show intelligence, for poets do everything purposely and everything has an intention. By showing this he shows that he knows what he is doing and thereby showing great intelligence.
 - 4) “Rivers” was next on the agenda that we discussed. We discussed the idea that the poet said in that all blacks come from the same backgrounds and so they are united by that. This is essential for their lives, to be united. This poem didn’t seem like there was a lot of thought put into it so we didn’t feel like there was a whole lot of deeper meaning that we could pull out of the poem.
 - 5) We then moved on from the poems to the movie that we watched. We first talked about the images of fear that the movie presented and from there we moved on in our discussion to the quote that ‘black children are like “little fury animals.”’ To demonstrate this we get the image of the alligator pursuing the children. A question that arose from this is “why direct all this towards children?” We answered this by saying children are our future and so have a very powerful impact and eventual influence on the world.
 - 6) The last thing that we discussed was the images that we looked at for class. The first image that we noted as very powerful was the image of the black Jesus. Jesus is typically portrayed by Europeans as well... white. To have Him portrayed as black is very powerful. It serves to show that Christianity is not just a white religion anymore. It has been fully accepted by blacks and the suffering of Jesus represents the plight of the blacks. After this image we talked about the image with tombstones. In the image we talked about how everyone looks depressed. They all have their heads down and this is to show that Harlem wasn’t the answer that the black needed and were looking for. Blacks in this painting are portrayed as still being kept down so from this we can deduce that Harlem wasn’t the only answer for them.

C&T Notes for Friday, March 30

Ralph Ellison, Invisible Man, Prologue and Chapter 1 [Readings Book BB]

Board Topics:

- 1) BB-14 - 1A Equality?
- 2) BB-5 - 2C Freedom and loving, not hating
- 3) BB-3 - 1A Knife fight
- 4) BB-7 - 2A Grandfather's death bed words
- 5) BB-9 - 1C Dancing girl
- 6) BB-2 - 1A "I am invisible, ..."
- 7) BB-14 - 2B Gold pieces for automobiles
- 8) BB-14 - 2D Dream
- 9) BB-12 - 1C The electrified rug

Discussion: (Note: Story set in 1930s)

- 6)
 - Whites ignore blacks
 - Just him, or are all blacks invisible to whites?
 - Whites choose to ignore, *inner* eyes
 - BB-7 - 1D to 2A
 - You are invisible if no one cares for you
 - Is it all in his head?
- 3)
 - What about the fight?
 - Anger, irrationality leads to the fight
 - BB-7 - 1C
 - Does invisibility justify irresponsibility?
 - Even an invisible victim is responsible for the fate of all
 - The stabbing is understandable, but still wrong
- 2)
 - Is freedom due to hating or loving?
 - Is hate more aggressive? Not here
- 4)
 - Grandfather is a traitor for not rebelling against white men
 - Is freedom worth dying for?
 - Can a fight be intellectual and not violent?
 - It was in the 1960s. It is what he wants
 - "Live your head in the lion's mouth. I want you to overcome 'em with yeses, undermine 'em with grins, agree 'em to death and destruction, let 'em swoller you till they vomit or bust wide open." ~ Grandfather, BB-7 - 2C
- 5)

- Entire first column of BB-9, not just 1C
- Off the wall
- Human urges conflicting
- Terror (second column)

- 9)
 - Whites are overly excessive in treatment of blacks
 - Gets punched for throwing a white man on the rug
 - This type of battle royal was also used during slavery
- 1)
 - Equality what?
 - "We mean to do right by you, but you've got to know your place at all times." ~White man
 - Clapping in drunken approval?
 - Very nervous/worried about speech
- 7)
 - Why?
 - They are just advertisements
 - Show one thing, give another
 - Whites trick blacks into working hard, even though they are no longer slaves
- 8)
 - Futility of living with whites
 - No final reward

BB-4 to BB-5)

- One with the music
- Louis Armstrong is unaware of his invisibility, but his music is not

BB-11)

- Doesn't bribe Tatlock
- Pride in fighting in more important
- Proving self against white men

Question)

- What if we were all black? How would we react to the story then?
 - Anger
 - Appreciative
 - Unfair
 - Invisibility goes against significant change
 - Would hopefully feel the same, but not sure

April 2, 2007

A Raisin in the Sun

Pg 38: Walter said be a nurse or you should get married and shut up

Pg 134: Definition of realism and idealism

Pg 74: Ruth is pregnant and Ruth finds out

Pg 50: Religious Views

Pg 97: view of education

Pg 103: Momma calls Washington a fool

Pg 128: Walter loses all the money

Pg 149: Walter turns down money and moves in

Pg 108: Walter tells Travis to be something better

Pg 57: Momma talks about African heritage

Pg 38

Walter would not fit in to modern city. He tries and is sometimes excessive in trying to be the man of the house.

Walter's sour mood is due to the family's desperation for money.

Class discussion over Walter changed by story's end: general consensus that his refusal of the money at the end indicates Walter is finally changing with the times may indicate that he does.

Pg 50

African Americans at this time are very religious. Beneatha's criticism of god should be taken as a significant shock as a result. Mama still places God at the head of the house.

This conversation could be reminiscent of modern day mother-child interaction. Minor discussion that slavery has caused a surge in faith in God for hope that their situation and the plight of the African Americans will be alleviated.

Pg 74

Walter is depressed about pregnancy and leaves. Walter is blinded by pursuit of money to accept responsibility for the situation. He is detached from his family throughout the story because of their struggles for money. Ruth's abortion is premature to its use in history. Is Ruth's threat of abortion real?

Pg 97

Separation of thoughts from education. Part of education still requires the act of thinking. Mechanical thinking can only get a person so far, thinking may be the opportunity to build upon the pool of knowledge we receive from education.

Pg 103

We're able to witness the progression from Washington's outlook to Dubois's plan. The movement has been caused by the success of fellow African Americans.

Pg 108

Is it responsible to tell a child that he will be successful when they are impressionable?
"shoot higher for ambitions"

April 4

Page 8 2C Black must take responsibility for the He returned of others

Page 7 2D Beats wife

Page 3 2C Friday 13th

Page 8 Slavery caused black people's problem

Page 8 A Yoko Ono's quote

Page 10 2D All men are sexist

Page 10 Sexism us a one-way street

Page 11 Racism is only for black people

Page 12 1B don't respect what black people do or say

Page 13 C black men beat the women regularly

Page 11 Slavery racism affect daily life

p.8

should do something else instead of beating wife

feel common bad

the coffee is the cause

can fight with a guy, but not a woman

two different kind of people have trouble to live together

she might be think it's the fault of white people

Do you think it gonna happen today? -yes

white men>black men>black women

it's interesting to find out what happened after

p.8 (2)

the statement sucks

races and sexes are terrible things

responsibility

blame the situation, don't transfer the blame to some group of people

most white people feel one or two black people are lucky

minority issues

black people can discriminate white people, too

it doesn't exist everywhere

sexism against women

How to define Sexism?

c

Notes from 4-9-07

Important Pages:

Page	Description
38A	Kills English teacher that he wants to be a lawyer
8	Father favored light skin, mother gave him crap
15	Insurance company refuses to pay for dad's death
40C	Baltimore
12	Credit-slavery
111	Drug dealing
161	Nation of Islam
2	Preparation for death
9	Racial slurs
28B	Way the whites viewed blacks
30	Teacher jokes in class
27D	Talked about like he is not there
Chapter 2	Mascot is a Pink Poodle
Chapter 3	Learns how to hustle (not the dance)

Class Discussion

- Knew that he was going to die. How can someone prepare to die?
 1. "Ran his mouth" so much that it was obvious to him that he was going to die.
- His father favored him for being lighter, not only his father but society
 1. Mom wanted to be darker, she had gotten fired once because they found out

that she was black.

- Nigger- to be ignorant or incompetent (not as good)
- Father was against credit, should own their stuff. Credit cards are like a form of slavery.
 1. His father- wants to go back to Africa
 2. Booker-T- wants to coincide with whites
- Insurance won't pay for Dad's death. Said it must have been a suicide.
- Whites don't see blacks as the same, even though they were free; however, they weren't free from oppression.
- Tells his teacher that he wants to be a lawyer. The teacher wants his kids to be the best they can be, but he tells Malcom not to be a lawyer and to be a carpenter. (all kids want to be doctors and lawyers when they are younger, is it right to tell them they can't be)
- Wouldn't have written book if he hadn't moved to Boston
- Teacher always makes jokes, but he probably isn't kidding. What he says are his subconscious feelings.
 1. Malcom's highest education was 8th grade
 2. After 8th grade, he goes to Boston to start working
- Couldn't sell reefer because people knew him
 1. Robbed other black people
 2. Glad he went to jail-been there done that type of aura
 3. This jail time saved him because he could have been killed with the road he was on.

- Sex has no color.

Placeholder for 4/11 (King & civil right video)

Placeholder for 4/13 (Malcolm X, end)

Notes from 4-16-07

- She makes too many sweeping generalizations

Important Pages:

Page	Description
HH3	Cleopatra conversation
HH5	Her definition of racism
HH6	Teacher's reaction to being called a racist
HH6	Black people cannot be racist
HH7	Institutions in need of transformation
HH9	Too politically correct
HH8	Human talent in Prison
HH13	White man doesn't know feeling of subordination

Class Discussion

- Racism is a system of advantage based on race
 1. When somebody succeeds, it's because of whiteness, not luck or skill
 2. Only extensive background checks on blacks and not whites
- Blacks are more likely to call somebody a racist
- You can't argue against somebody that calls you a racist
- At Wabash:
 1. What is we had a white scholarship weekend? (AAHL)
- She never once talks about affirmative action
- Why would whites ever want to give up advantage?
 1. There isn't an advantage anymore

Placeholder for 4/20 (*Hamlet*, acts 1-2)

April 23, 2007
Hamlet Act 3 and 4

- p. 147- King gets excited
- p. 119d- to be or not to be
- p. 163- kills Polonius
- p. 185- politic worms eating Polonius
- p. 169c- ghost of Hamlet's father appears only to Hamlet and not his mother
- p. 193- full element of revenge
- p. 123- beauty transforms honesty easier than honesty transforms beauty
- p. 137-144- the play Hamlet directs to see how the king reacts to it
- p. 161- doesn't kill Claudius because he is praying
- p. 123-125- get thee to a nunnery, why be a breeder of sinners
- p. 161- king unable to pray, unable to find forgiveness

- p. 119d To be or not to be
 - Hamlet contemplates whether to kill himself, wonders how it will affect his afterlife.
 - afraid he'd sacrifice Heaven
 - saying things because he knows someone is listening?
 - indecision
 - goes with his state of mind
 - death is the unknown
 - no answer until your there
 - why is he contemplating suicide?
 - nothing going for him

- p. 123 Bad turn good to bad; good can't turn bad to good
 - good has rules
 - good looking girls don't have to be nice—John Hansen

- p. 125 Get thee to a nunnery, don't be breeder of sinners
 - Hamlet thinks she's innocent
 - better to isolate away from slings and arrows or to live life?
 - to be or not to be
 - Hamlet has pessimistic outlook
 - Does he trust her?
 - whats an act and whats real?
 - Ophelia gives Hamlet tokens of love back to him
 - what was Claudius expecting from Hamlet?
 - king wanted madness to be because of love for Ophelia
 - not because he killed Hamlet's father
 - is his actions typical of a breakup?

- p. 137-144 The play to provoke Claudius
- want to find king's guilt
 - make king look bad in front of nobility
 - Hamlet meticulous and thoughtful
 - can't be truly crazy
 - Hamlet did play to prove to himself that he's not crazy
 - justification for killing Claudius
 - save face
- p. 147 King gets nervous
- why does the king not control himself?
 - Hamlet trapped him into doing it
 - like Tell Tale Heart, can't take it after awhile
 - Hamlet takes some specific shots at Claudius
 - Claudius regrets killing Hamlet sr.
 - are they shots against his mother too?
 - do you think these are the lines Hamlet added?
- p. 161 Trying to find forgiveness and Hamlet not killing Claudius because he's praying
- Hamlet will get more revenge if he kills Claudius doing something bad
 - killed while doing something bad—hell
 - killed while doing something good—Heaven
 - if he has the restraint not to kill Claudius, Hamlet is not crazy
 - or is his madness that he justifies putting off killing so many times
 - can't make up his mind
 - can Claudius' sins be forgiven
 - not willing to give up the things he needed to
- p. 169c- Ghost appears to Hamlet, but not his mother
- why does the ghost not show itself to the queen?
 - what if the Queen's in on it
 - if the Queen saw the ghost won't she help Hamlet?
 - does the queen have guilt for marrying Claudius
 - or a victim of circumstance?

Hamlet 4.5 – 5.2

Quotes

- 201 – “Laertes shall be King”
- 219 – King explains love
- 223 – Ophelia dies
- 237 – Hamlet and the skull
- 241 – Hamlet and Laertes fight in Ophelia's grave
- 243 – Hamlet wants to be buried with Ophelia
- 247 – Hamlet has Rosencrantz and Guildenstern killed
- 268 – Everyone dies in the end
- 271 – Horatio tries to drink from the poisoned cup

Discussion

King explains love

- Love takes time, love weakens, and it dies with excess
- Claudius tries to guilt Laertes into killing Hamlet for him

Differences between Laertes and Hamlet

- Similar backgrounds—both want to avenge father's death
- Hamlet makes his own decisions while Laertes is easily influenced

Ophelia's death—was it a suicide?

- Most said no, her garments got wet and made them too heavy
- Possible symbolism—she did not make her own choices

Hamlet and the skull

- Hamlet has an intelligent view on life, everyone eventually turns to dust
- He claims that nothing is worth it anymore

The grave

- Hamlet realizes how much he loves Ophelia now that she is dead
- He is slow to react because he wants to do the right thing

Rosencrantz and Guildenstern killed

- Pathetically loyal to Claudius and got outsmarted by Hamlet

Everyone dies—tragedy

- Why did Gertrude die?

She may have been involved, better safe than sorry

Horatio tries to drink from cup

- Hamlet does not let him so that he can keep Hamlet's name alive
- Horatio was a good friend and prevented Hamlet from going too far

April 27, 2007
Hamlet movies

1. Girls
 2. Era
 3. Bill Murray
 4. Divided up Hamlet's talk to Ophelia
 5. king hears "to be" speech
 6. Ophelia thinks of killing herself
 7. king and queen's affection
 8. ethan hawke
 9. rubber ducky
 10. wire
1. how were the Ophelias different
 - Julia Stiles plays as if more in love with Hamlet
 - thinks of suicide when dad tells her she can't be with Hamlet
 2. era
 - don't like the modern era
 - should dumb it down to contemporary vernacular
 - neither in Hamlet's time
 - we see the situation in modern time everyday
 3. Bill Murray
 - want to laugh
 - waiting for a joke
 4. Hamlet's conversation
 - very modern
 - first conversation intense
 - still romantically involved
 - detached in the order
 - face smashed in mirror
 - first seem Hamlet is more crazy dragging Ophelia around
 - what about the king hearing all but one shall live?
 - king scared- runs away
 7. king and queen affection
 - understand Hamlet's anger over his mother
 - first one, queen seems sympathetic
 8. Ethan Hawke
 - in blockbuster- action all around him
 - surroundings
 - Kenneth Branagh is more serious

-which Hamlet is better
-Branagh talking to mirror- shows the inner struggle that is pulling him in two directions

9. Rubber Ducky
 - "they probably took a bath together. I'd take a bath with her."- John Hanson
 - "Nate would take a shower with Julia Stiles."- Nate Powell
 - the water foreshadows water that kills her
 - but the duck floats
 - lost being afloat when Hamlet left
 - meant to be seen
11. Wire
 - big wire

-if you modernize images, modernize language
-situations like this occur

Movie vs. stage

- movies show detail better
- movies make it generic
- plays are better- can see how it was intended

Would Shakespeare be upset about the movie?
-yes, it was changed from what it meant