SYLLABUS
for
PROGRAM IN STRUCTURED LIBERAL EDUCATION

Winter 1990
Department 999
Course Number: 092
Units: 09
SLE FACULTY

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Professor Emeritus of Philosophy, Director of SLE II, Assistant to the Ombudsperson. Research interests in the pre-Socratic philosophers, Plato, Aquinas, Alfred Whitehead. 322-5215 (home)

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Coordinator of SLE, Ph.D. in History of Education. Research interests in modern Jewish history and history of Victorian England. 725-0102 (office); 326-5548 (home)

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Professor of History, Director of SLE. Interests in Jewish history, Chinese history, Marxism and socialism. 723-4800 (office); 327-1275 (home)

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Amy Sims
Lecturer in SLE, Ph.D. in Modern European History. Research interests in the Third Reich, modern German cultural and political history, and historiography. 327-4364 (home)

Robert Watson
Lecturer in SLE, Reference Librarian at Meyer Undergraduate Library, Ph.D. in Comparative Literature. Research interests in medieval English, Latin and Italian classical literature. 725-1185 (office); 494-1724 (home)
REQUIRED TEXTS

St. Augustine, Confessions (Penguin)
Boccaccio, The Decameron (Harlan Davidson)
Dante, Inferno, trans. Mandelbaum (Bantam)
de Pizan, Book of the City of Ladies (Persea Books)
Descartes, The Essential Descartes (New American Library)
Galileo, Discoveries and Opinions (Anchor Doubleday)
Gay and Webb, Modern Europe to 1815 (Harper and Row)
Goethe, The Sorrows of Young Werther (Random House)
Radice, Letters of Abelard and Heloise (Penguin)
Luther, Christian Liberty (Fortress Press)
Machiavelli, The Prince (Harlan Davidson)
More, Utopia (Harlan Davidson)
New Oxford Annotated Bible (with the Apocrypha)
Rousseau Basic Political Writings (Hackett)
Shakespeare, The Tempest (New American Library)
Yellin (editor) Incidents in the Life of a Slave Girl (Harvard)

THE MAGNITUDE OF THE SLAVE TRADE

The following figures represent the best current estimate of the number of persons removed from Africa and transported as slaves to the New World during the entire period of the Atlantic slave trade.

<table>
<thead>
<tr>
<th>Region</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>British Caribbean</td>
<td>1,665,000</td>
</tr>
<tr>
<td>British North America (to 1790)</td>
<td>275,000</td>
</tr>
<tr>
<td>United States (after 1786)</td>
<td>124,000</td>
</tr>
<tr>
<td>French Caribbean</td>
<td>1,600,000</td>
</tr>
<tr>
<td>Dutch Caribbean</td>
<td>500,000</td>
</tr>
<tr>
<td>Brazil</td>
<td>3,646,000</td>
</tr>
<tr>
<td>Spanish American</td>
<td>1,532,000</td>
</tr>
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</table>

WRITING ASSIGNMENTS

PAPER #1  5-7 pages  Due Monday, January 22nd at 5:00 pm

Once upon a time Tarzan is said to have said to Jesus: "Your birth-cry signaled the end of paganism, and the final separation of man from nature. From now on, culture will dominate nature, the phallus will dominate the womb, permanence will dominate change, and the fear of death will dominate everything. Pardon me Jesus, I know you’re a courageous and loving soul, but from where I swing, it looks like two thousand miles of bad road." How would the early Christian authors we have read respond to this comment? Include in your essay the thoughts of Paul, Dante and at least one other Believer we have read (Augustine, Aquinas). Do you think Tarzan is correct? Why or why not?

PAPER #2  5-7 pages  Due Monday, February 12th at 5:00 pm

"Every state is founded on force.

Defend or demolish this assertion. In your essay, respond to the arguments of two or three of the following authors: Machiavelli, More, Rousseau, Christine de Pizan, Las Casas/Sepulveda.

PAPER #3  5-7 pages  Due Monday, March 5th at 5:00 pm

Painting was the quintessential achievement of the Renaissance. Artists combined form and content to express the spirit of their age. Write an essay that explores one of the chosen paintings, relating it to the world view it expresses. As the quarter progresses, you should research the paintings and their backgrounds in order to illuminate your discussion. The point, however, is to concentrate on a detailed analysis of the painting itself, not on biographical or socio-historical material.

You may choose from the following paintings, which will be displayed in the main lounge:

"The Garden of Earthly Delights," Bosch
"The School of Athens," Raphael
"The Fall of Icarus," Brueghel
The SLE Players

Because of the overwhelming success of *Lysistrata* in the Fall, SLE will undertake the second of its three productions planned for this year. As in the Fall, the scope of this production will depend entirely upon student interest and enthusiasm. We have not chosen a play for this quarter and instead will rely on interested students to select the work which will best display their talents as well as illuminate some facet of this quarter. If you would like to be a part of this production in any way, whether on stage or behind the scenes, contact Suzanne Greenberg as soon as possible. The organizational meeting for this quarter's production will be held soon after the beginning of the quarter. We encourage ALL students to participate. The performance date is set for Thursday, March 8th, 1990.
WEEK 1

Enter Christianity

Tuesday, January 9th
3:15pm Plenary: Christianity
   Prof. Ted Good, Religious Studies
4:30pm Film: "Ways of Seeing"
6:30pm Lecture: St. Augustine
   Prof. John Freccero, French and Italian

Wednesday, January 10th
3:15pm Discussion Sections
6:30pm Lecture: Women and the Middle Ages
   Prof. Mary Wack, English

Thursday, January 11th
3:15pm Discussion Sections
6:00pm Film: "The Life of Brian" Monty Python, Mark Mancall

Reading:
Augustine, Confessions (397) Bks. 1-4, 7,8,10
Gay and Webb, Modern Europe to 1815, pp. 14-29

Study Questions
1. Compare the two gospels. Do they describe the same Jesus? The same events? How do they differ? Does each book have a distinct tone, emphasis, or style?
3. Do you find the theology of Paul consistent with the teachings of Jesus in the gospels?
4. Does it make sense to talk of a "Judaico-Christian" heritage? In what ways is the New Testament continuous with the Hebrew Bible? In what ways is it discontinuous?
5. In what ways and to what extent are Christianity and Platonism compatible? What changes did St. Augustine have to make in Platonism in order to make the two compatible? Is it possible to be both a rationalist and a believer?
6. How can Christian "other-worldly" be reconciled with the "real world" needs of political and social life?
7. Is Christianity more naturally a religion for an empire, a monarchy, or some other form of government? Is there any form of government with which it is totally at odds in principle?
8. Why is Augustine writing his Confessions? To whom, besides God is he addressing them?
9. What is his analysis of sin? Why are the senses so important in sinning? What role does the pear tree episode play in his life?
10. Why does Augustine convert? Why does it take him so long?
11. How does Augustine's Confessions reflect the decay and disintegration of the Roman Empire?
WEEK 2

The Catholic World View

Tuesday, January 16th
3:15pm Plenary: The World of Dante’s Inferno
   Prof. John Freccero, French and Italian
5:30pm Film: “Ways of Seeing”
6:30pm Lecture: Thomas Aquinas
   John Goheen, SLE

Wednesday, January 17th
3:15pm Discussion Sections
6:30pm Lecture: From Feudalism To Capitalism Through Art
   Mark Mancall, SLE

Thursday, January 18th
3:15pm Discussion Sections
6:00pm “The Seventh Seal,” Suzanne Greenberg

Reading:
Dante Alighieri, The Inferno (ca. 1310)
Thomas Aquinas, "On Natural Law," "On Women" (copied selections)
Gay and Webb, pp. 29-45

Study Questions

1. What is the significance of the format of the scholastic questions that Aquinas uses?
2. Is the medieval world-view as systematic and all-encompassing as that of Plato and Aristotle? How
   does it differ?
3. Generally, souls are positioned in Dante’s hell according to the nature of their failure in moral virtue.
   How, then, does one explain the presence in Canto 4 of such virtuous persons as Socrates, Plato,
   Aristotle, Cicero, Homer, Virgil, etc.?
4. Why should the first sinners to whom Dante speaks in the Inferno be the lovers Paolo and Francesca?
   Why is it appropriate for Dante to respond as he does to Francesca’s story? What does his reaction
   signify about the nature of their love affair?
5. Why should sins of violence and malice (or fraud) be punished more severely in Dante’s hell than sins
   resulting from sensual appetites? What might Plato have said about Dante’s ordering of the different
   kinds of sins? How would you rank sins in order? Why order them at all?
6. How does Dante’s account of the fate of Ulysses (Odysseus) differ from that in the Odyssey? What is
   Dante’s apparent attitude toward Ulysses, and why does he place him in the Eighth Circle of the
   Inferno?
7. Although Dante said that his poem represents “the state of souls after death,” what evidence do you
   find that in it he is deeply concerned with mankind’s personal and political life here and now?
8. Dante is both the author of the Inferno and a character within it. What is the purpose of his journey?
   Why is Virgil his companion? What is the significance of Dante the Pilgrim’s reaction to various
   people whom he encounters in the Inferno?
WEEK 3

Private Life

Monday, January 22nd
Paper #1 DUE

Tuesday, January 23rd
3:15pm Plenary: Women and Sexuality in the Renaissance
   Prof. Judith Brown, History
5:30pm Film: "Ways of Seeing"
6:30pm Lecture: Abelard and Heloise
   Bob Watson, SLE

Wednesday, January 24th
3:15pm Discussion Sections
6:30pm Lecture: Christine de Pizan
   Prof. Susan Bell, Institute for Research on Women and Gender

Thursday, January 25th
3:15pm Discussion Sections
6:00pm Film: "The Return of Martin Guerre," Bob Watson

Reading:
de Pizan, Book of the City of Ladies (pages to be announced)
Letters of Abelard and Heloise pp. 57-156
Gay and Webb, pp. 49-81

Study Questions

1. One of the theses that Abelard was condemned for at the Council of Soissons was the declaration that
   we should love God without expectation of reward, an idea that he seems to have drawn from Cicero's
   treatise on friendship which, in turn, derives its ideas from Aristotle's Ethics. Why would the Church
   consider this wrong?
2. Is the concept of love reflected in the story of Abelard and Heloise? [Or how does Heloise's love
   resemble or differ from this conception?]
3. Discuss the changes inherent in transforming this Aristotelian ethical idea into a theological one.
4. Discuss the rhetorical convention of citing authorities as it is used in the Abelard and Heloise selections
   and the Book of the City of Ladies.
5. What is the role of women in Christine de Pizan's world? Are females anything more than pleasing
   companions? What special virtues do they possess?
6. How does Christine de Pizan's understanding of women compare to that of Aquinas?
7. Is the Book of the City of Ladies a Utopia?
8. For Christine de Pizan, what changes in society are necessary to allow women the fullest expression of
   their virtue?
9. Do the women whom Christine de Pizan holds in high regard share values of religion and education?
10. How does Christine de Pizan view the family?
WEEK 4

The Erotic

Tuesday, January 30th
3:15pm Plenary: Boccaccio
   Prof. Lawrence Ryan, English
5:30pm Film: "Ways of Seeing"
6:30pm Lecture: Islam and The Erotic
   Prof. Michael Chamberlain, History of Science

Wednesday, January 31st
3:15pm Discussion Sections

Thursday, February 1st
3:15pm Discussion Sections

Reading:
Boccaccio, The Decameron (1350) Day I: Introduction, Tales 1,2,3; Day II: Tale 9; Day III: Tales 1,9,10; Day IV: Tale 5; Day V: Tale 9; Day VI: Tales 4,10; Day VII: Tale 9; Day VIII: Tale 3; Day IX: Tale 6; Day X: Tales 5,10; Epilogue
Cellini, Autobiography (copied selection)
1001 Nights (copied selection)
Gay and Webb, pp. 84-114

Study Questions

2. How do painting and sculpture during the Renaissance express and reflect Renaissance ideas, specifically humanistic ones?
3. What are some of the stylistic principles of Renaissance art: color, composition, perspective, etc.?
4. What is the relationship of Renaissance art to its concrete social context?
5. How does Cellini illustrate the growing self-consciousness and personality of the artist at this time?
6. What is Boccaccio's attitude toward religion, the Church, priests, etc.? Why does he show them being hypocrites so frequently?
7. What insights into daily life, customs, and social structure does Boccaccio provide? What is his attitude toward women?
8. What are Boccaccio's positive values that emerge underneath the humor? Is Boccaccio a humanist? In what sense?
9. The sub-title of the Decameron is "Prince Gallehaut." What is the significance of that sub-title?
**WEEK 5**

The Creation of Modern Politics

**Tuesday, February 6th**
3:15pm Plenary: Machiavelli and Political Theory
   Prof. John Freccero, French and Italian
6:30pm Lecture: Machiavelli and the Republican Tradition
   Ken Peter, SLE

**Wednesday, February 7th**
3:15pm Discussion Sections
6:30pm Utopias
   Jon Reider, Associate Dean of Admissions

**Thursday, February 8th**
3:15pm Discussion Sections
6:00pm Film: "A Man for All Seasons," Ken Peter

Reading:
Machiavelli, *The Prince*
More, *Utopia*
Gay and Webb, pp. 115-121

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Study Questions

1. Is politics a moral, amoral, or an immoral activity? Is politics about the public good or about power? Is it possible to be an effective politician and a morally good person at the same time?

2. What is the role of violence in politics? Is it always bad? Can evil means be used to achieve good ends? Do governments have a right to use violence when citizens do not?

3. Does Machiavelli's idea of justice go beyond "might makes right?" What would he think of Thrasyvachus (Plato)? Which speech from Thucydides most resembles his thought (Cleon, Diodotus, or the Athenian generals at Melos)?

4. What would it mean to study politics scientifically? Is this what Machiavelli does? How do his methods compare with those of other political writers such as Aristotle?

5. What is Machiavelli's view of human nature? How might Machiavelli's personal experience in an environment of severe political disorder have influenced his thought?

6. In what ways is Thomas More a "Renaissance" thinker? What aspects of his thought are more medieval in emphasis?

7. Why would a close advisor of the King of England write a book that was by implication so critical of the society of his own day?

8. What is the purpose of creating a Utopia that, by definition, may never be realized? What does he borrow, and not borrow, from Plato?

9. What arguments does More make for the elimination of private property? What potential does More see for the individual without the burden of private property? Do you agree? Is More a forerunner of modern socialism, as Engels argued?

10. Why does More, a devout Catholic, create a utopia without Christianity?
WEEK 6

The Discovery of the "Other"

Monday, February 12th  PAPER #2 DUE
Tuesday, February 13th  3:15pm Plenary: The Tempest
                       Prof. Ron Rebholtz, English
                       6:30pm Lecture: The New World
                       George Handley, SLE alumnus
Wednesday, February 14th  3:15pm Discussion Sections
Thursday, February 15th  3:15pm Discussion Sections
                       6:00pm Film: "The Mission," Mollie Schwartz Rosenhan

Reading:
Shakespeare, The Tempest (1611)
Las Casas, "In Defense of the Indians" (1550) (copied selection)
Montaigne, "On Cannibals," "On Coaches" (copied selection)
Gay and Webb, pp. 169-175; 201-214; 216-220

Study Questions

1. How would Shakespeare have us respond to the suffering and weakness of mankind?
2. What evidence is there that the actions of various characters violate Shakespeare's understanding of natural law? Consider the relations of people to each other, to the state, and to the gods. What is the role of the fool (Ariel) in this presentation of the upsetting of order?
3. In Act I, Sc. I of The Tempest how are the relationships among the characters defined? Who professes power? Who is in visible control? Which authority appears to be more "rational"? What may the storm itself symbolize?
4. What is Caliban's attitude toward nourishment, work, and sexual promiscuity? How do he and Ariel describe pleasure and freedom? How would their utopian dreams differ from that of Gonzalo?
5. In his actions and in his advice, how does Gonzalo display considerate behavior towards others in Act I, Sc. I; and Act II, Sc. I? Is this behavior political, too?
6. What relative value does Prospero attach to his learning at the beginning of the play? How does he feel about it at the end? What has effected the change?
7. Why was the existence of the American Indians a problem for the Spanish? Why was Aristotle relevant to attempts at solving the problem?
8. How would you apply other philosophers we have read to this issue, e.g., Plato, St. Augustine? Could you use Aristotle differently than Las Casas did in his response to Sepulveda?
9. What is the hypothetical problem in our own era which is equivalent to the Indian problem for the Spanish, and how should we as a civilization confront it? What authors would you use to understand it?
10. Do you think Las Casas has a good argument? How would you support his reasoning but on other grounds?
11. How does Montaigne reflect a new skepticism about the values of Renaissance Europe? How does he use the idea of the New World to develop this theme? How does his attitude compare with those of Las Casas and Shakespeare toward "savages"?
WEEK 8

Social Theory

Tuesday, February 27th  
3:15pm Plenary: The Enlightenment  
Prof. Carolyn Lougee, History  
6:30pm Lecture: Rousseau  
Ken Peter, SLE

Wednesday, February 28th  
3:15pm Discussion Sections  
6:30pm Lecture: Goethe  
Prof. Katharina Mommsen, German Studies

Thursday, March 1st  
3:15pm Discussion Sections  
6:00pm Film: "La Nuit de Varennes," Amy Sims

Reading:  
Rousseau, "The Social Contract"  
Goethe, The Sorrows of Young Werther  
Kant, "What is Enlightenment?" (copied selection)  
Gay and Webb, pp. 334-372; 402-414

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Study Questions

1. How do you interpret Rousseau's statement: "Man is born free, and everywhere he is in chains"? Why would he want to render those chains "legitimate?"
2. How important is the social contract in the Social Contract?
3. What is the relationship of the individual to the community in the Social Contract?  
   What is the "general will?" What is "the will of all?" Which corresponds with our contemporary views of pluralism? What trenchment criticisms of our society is implied by Rousseau's analysis?
4. What is the role of the legislator? Do you read Rousseau as a totalitarian, a democrat, or something else? What are the similarities and differences between Rousseau and other political thinkers such as Plato and More?
5. What is "popular sovereignty?" Describe a Rousseauian democracy. What would Rousseau think of representation, of "checks and balances," of federalism, of republicanism?
6. According to Rousseau, is private property legitimate or illegitimate? What is your opinion?
7. What does Kant mean by "man's emergence from self-incurred tutelage?" How does thinking critically from oneself relate to the idea of Enlightenment?
8. What kind of character is Werther? How could he be taken as a criticism of the rationalism characteristic of the Enlightenment?
9. Do you think we are meant to sympathize with Werther's plights? Is his fate melodramatic or tragic? In what sense is he heroic?
10. What is the image of love that Goethe depicts? How does it differ from that of Plato? What affinities does Goethe have with Euripides?

How does Werther demonstrate that it is the literature of a new bourgeois age, even as it is ostensibly revolting against conventional bourgeois values?
WEEK 9

The American Experiment

Monday, March 5th
PAPER #3 DUE

Tuesday, March 6th
3:15pm Plenary: The Founding of the Republic I
Prof. Jack Rakove, History
6:30pm Lecture: The Founding of the Republic II
Prof. Jack Rakove, History

Wednesday, March 7th
3:15pm Discussion Sections
6:30pm Lecture: Other Voices in the Republic: Harriet Brent/Jacob's Narrative
Prof. Kennell Jackson, History

Thursday, March 8th
3:15pm Discussion Sections
6:00pm SLE Players

Reading:
Hamilton, The Federalist Papers, Numbers 10, 37, 39, 47-51
John Adams, "Thoughts on Government" (copied selection)
Yellin (ed.) Incidents in the Life of a Slave Girl
Gay and Webb, pp. 414-417; 443-456

Study Questions

1. How does the form of the Federalist Papers (newspaper editorials) help to shape their content? Are they a form of propaganda? Should we read them differently than the writings of other political theorists?

2. [Fed. No. 10] What does Madison mean by "faction?" Is he more concerned with a majority faction or a minority faction? Which kind of faction presents the most serious problems for us today?

3. [Fed. No. 10] What is Madison's cure for faction? Is the cure worse than the disease?

4. [Fed. No. 10] What is the difference between a democracy and a republic? What does Madison's statement about "enlarging the public views" say about his respect for democracy? Can representatives better perceive the "true interests" of the people than the people themselves? Should a government be founded on the basis of interests?

5. [Fed. No. 37] What is the nature of the compromise Madison forges between stability and liberty? Is this compromise necessary? How can the various mechanisms of the Constitution be analyzed in these terms?

6. [Fed. No. 39] What is the "republican form?" Why does Madison make so much of the distinction between national and federal governments?

THE OTHER REVOLUTION

TUESDAY, MARCH 13TH

3:15PM PLenary: The Other Revolution
Prof. Keith Baker, History

6:30PM Lecture: Women and the French Revolution
Prof. Karen Offen, Institute for Research on Women and Gender

WEDNESDAY, MARCH 14TH

3:15PM Discussion Sections

6:30PM Hand Out Final Examination

Reading:
Burke, Reflections on the Revolution in France (copied selection)
"Women and the French Revolution," (copied selection)
"Declaration of the Rights of Man and of the Citizen" (copied selection)
Sieyès, What is the Third Estate? (copied selection)
Gay and Webb, pp. 458-498; 501-534

Study Questions

1. How does Burke feel a society should go about the process of change? What is the purpose of change? What is the purpose of inheritance and of tradition? What does "conservatism" mean in the case of Burke?
2. What does Burke think of equality? Of property? Why is it a good thing, according to Burke, for there to be rich and poor?
3. What does Burke think of rights? Is his criticism of the French Revolution founded on natural right or on something else? Why do you suppose he supported the American Revolution and detested the French Revolution?
4. How many different definitions of the nation does Sieyès give us?
5. What relationship does Sieyès see between sovereignty and constitutionalism?
Exam (ti) Du Monday, M o 19 h. 12:00