"One should not study contemporaries and competitors, but the great men of antiquity whose works have for centuries received equal homage and consideration. Indeed, a man of really superior endowments will feel the necessity of this, and it is just this need for intercourse with great predecessors which is the sign of a higher talent. Let us study Molière, let us study Shakespeare, but above all things, the old Greeks, and always the Greeks."

—Goethe
(Gespräche mit Goethe in den letzten Jahren seines Lebens)

"Sapere aude!" (Dare to be wise)

—Horace
(Epodes 1, 2)

"Each one of us must organize the chaos in himself by thinking himself back' to his true needs. He will want all his honesty, all the sturdiness and sincerity in his character to help him revolt against secondhand thought, secondhand learning, secondhand action. And he will begin then to understand that culture can be something more than a decoration of life' . . . . And thus the Greek idea . . . will be discovered in him, the idea of a culture as a new and finer nature, without distinction of inner and outer, without convention or disguise, as a unity of thought and will, life and appearance."

—Friedrich Nietzsche
(The Use and Abuse of History)
Introduction

This syllabus contains the academic calendar for the Program in Structured Liberal Education, the weekly reading assignments, lectures, discussions, films, etc. In this way it can guide you in preparing for the work of the Program. By studying it earlier rather than later, you can pace your work to ensure proper preparation for seminar participation. You will be able to prepare the particular problems and texts well in advance of the week they are scheduled for discussion.

The syllabus also contains Study Questions which deserve your attention. These questions are intended to stimulate your thinking about the topics and texts for each week. They do not require specific answers, and are at times purposefully broad. They will not appear on the final examination, nor will they necessarily be used during discussion. They are meant, rather, to illustrate the kinds of questions you should be asking yourself about the topics and texts. You should think about them not only because they are valuable and relevant in and of themselves, but also because they are a means to learn how to generate questions. After all, a question that is asked, and the way in which it is asked, is as important as the answer that is provided.

On the Cover: The Descent of Minerva
SLE FACULTY

Mark Mancall
- Director of SLE - Faculty Resident Florence Moore Hall, Professor of History, Director of Overseas Studies. Research interests in Chinese History, Jewish History, Third-World History, Marxism, and Structuralism. 497-3555 (office) 327-1275 (home)

John Goheen
- Professor Emeritus of Philosophy, University Ombudsman. Research interests in the pre-Socratic philosophers, Plato, Aquinas, Alfred Whitehead. 497-3682

Gregson Davis
- Associate Professor Classics and Comparative Literature. Research interests in Ovid and Horace, theory of the Lyric French Caribbean Poetry, Aimé Césaire.

Amy Sims
- Lecturer in SLE, Assistant to the Director of SLE and Overseas Studies. Ph.D. in Modern European History. Research interests in the Third Reich, Modern German cultural and political history, historiography. 497-3555

Peter Lyman
- Lecturer in SLE, Faculty Resident Florence Moore Hall. Ph.D. in Political Science. Research interests in Modern Political Theory, Anger and Aggression.

Nicholas Burbules
- Acting Instructor in SLE. M.A. in Philosophy, doctoral candidate in Education. Research interests in philosophy of education, Marxism, philosophy of science, philosophy of social research. 322-3307

George Cattermole
- Lecturer in SLE, lecturer in Freshman Seminars Program. Ph.D. in Philosophy. Research interests in Marxism and alienation, political philosophy and the philosophy of education. 497-2472

Jon Veitch
- Teaching Assistant in SLE. M.A. candidate in English, Vagabond Extraordinaire. Research interests in the philosophical, social and historical phenomenon of Modernism.
REQUIRED TEXTS-SLE AUTUMN 1982-83

Adler, How to Read a Book (Simon and Schuster) - Recommended


Aristotle, Politics. (Penguin Books)

Hadas, Greek Drama. (Bantam Books)

Homer, The Iliad. (University of Chicago)

Homer, The Odyssey. (Anchor)

Lloyd, Aristotle. (Cambridge)

McKeon, ed., Introduction to Aristotle. (Modern Library)

Bible (New American Library)

Packer et al., Writing Writing - Recommended

Pollitt, Art and Experience in Ancient Greece. (Cambridge)

Queneau, Exercises in Style. (New Directions) - Recommended

Rouse, ed., The Great Dialogues of Plato. (Modern Library)
Course Requirements

In addition to participation in scheduled SLE activities, the formal requirements of the program this quarter include six short papers and a final examination. The first five papers will be 2 pp. in length; the final paper will be 5 pp. For advice on writing short papers, consult your tutor and section leader.

Paper #1—Due Tuesday, October 12 at 3:00 p.m. (week 3)

Select parallel elements (for example, theories of creation, kingship, and law, in representations of man, of woman) from one Greek and one Hebraic source: how do they compare? Do they indicate any fundamental similarity or difference in the two traditions?

Paper #2—Due Tuesday, October 19 at 3:00 p.m. (week 4)

Select one of Odysseus's adventures (Calypso, the Lotus-eaters, Cyclops, Circe, the Sirens, Scylla and Charybdis). What did Odysseus learn from this experience; what lesson, if any, does it illustrate?

Paper #3—Due Tuesday, October 26 at 3:00 p.m. (week 5)

You have just arrived in Socrates's prison cell. Present one novel argument for why he should avoid punishment, or criticize one of his arguments.

Paper #4—Due Tuesday, November 9 at 3:00 p.m. (week 7)

"Plato's model society grows naturally out of his theory of justice". Defend or criticize this claim.

Paper #5—Due Tuesday, November 23 at 3:00 p.m. (week 9)

Discuss the relation of the material world to knowledge in Aristotle's and Plato's works.

Paper #6—Due Friday, December 10 at 5:00 p.m. (week 11)

Apply Aristotle's theory of tragedy to a play we've read other than "Oedipus".

Papers are due at the assigned time on each of the above dates: lateness will be penalized. Make three copies of each paper: one should be delivered to Jonathan Veitch's box in the main lounge. Two copies should be given to your tutor, who will keep one and return the other to you with comments. Always keep the original or one copy for yourself in case of loss or other catastrophe.
SLE STYLE SHEET

1. Papers should be typed, double-spaced, with 1-1/2 inch margins on all sides to allow for readers' comments.

2. Papers should be stapled together, not paper-clipped. Do not use plastic folders.

3. Papers should have a title page which includes the following information: (1) title. (2) In the lower right hand corner, list in order: your name, your tutor's name, your discussion leader(s), the date, the number of the paper assignment.

4. Correct spelling, punctuation, and typing are essential and will be taken into account in grading. On questions of grammar, punctuation, and usage, Nancy Packer's Writing, Writing or Strunk and White's Elements of Style are recommended.

5. We want you to spend your time thinking and writing not worrying about footnote format. Therefore, when dealing with sources, you may use this simple shortcut: If you are using a primary source such as Plato or Homer, put the work and the standard line number (not the page number) immediately after the quotation, in parentheses. For example: As Plato says, "then a just man too will not differ at all from a just city..." (Republic IV, 435b). If you are citing a secondary source, give the author and the page number. For example: "Plato's philosophy must not be thought of as a rigid system." (Robinson, P. 144).

6. If you do not use sources other than assigned readings, you do not need a bibliography. However, if you do use additional sources, you should list them at the end of your paper in proper form, including the date and place of publication. You should not need to use any additional sources this quarter. We are more interested at this stage in your own thinking, not your ability to do library research or summarize the work of other scholars. Of course, you are free to consult any materials you choose.

7. If you learn to use the text editing features of LOTS (the computer), you may have the computer print out the copies of your paper. Some students have found that this saves time and energy in the long run. However, the computer is often crowded and frequently breaks down when you need to use it. Overcrowding and breakdowns are not acceptable excuses for late papers. Similarly, the unavailability of copy machines, or an inadequate supply of change at 2:45 P.M. on any given Tuesday, are unacceptable excuses.
WEEK I: Myths and Gods

Sept. 29 W 3:15 Plenary: Myth and the Bible (Mark Mancall)
W 7:00 Film: Black Orpheus

Sept. 30 Th 3:15 Discussion Sections

Readings:

- Genesis 1-22 (ca. 500 B.C.E.)
- Robinson, pp. 3-21, copied selections (Hesiod, ca. 700 B.C.E.)
- Andrewes, The Greeks ch. 1-3 (to be read during the first three weeks)

Study Questions:

1. In what ways is a myth educational? How does myth explain, instruct, and guide behavior as well as belief?

2. In what ways does a "mythic" world view differ from our own? In what ways is our current world view mythic?

3. Compare the Greek and Hebraic gods.
II: Kings and Heroes

5 Tu 3:15 Plenary: Iliad (Gregson Davis)

6 W 3:15 Discussion Sections
   W 7:00 Lecture: The Hero in the Jewish Tradition (Mark Mancall)

7 Th 3:15 Discussion Sections
   Th 7:00 Tutor Workshop I: How to take notes; listening skills

Readings:

   Samuel I and II

   Iliad, (Bks 1-4, 6, 9, 16-18, 22) (Homer, ca. 850 B.C.E.)

Study Questions:

   (1) How is personality defined in a mythic culture? To what degree is a person thought to be free to act independent of the influence of the supernatural?

   (2) What is a hero?

   (3) Compare the relationship of Achilles to Agamemnon with that of David and Saul. What justifies leadership in the two cultures?

   (4) Compare the friendship of Achilles and Patroklos with that of David and Jonathan.
WEEK III: Laws and Justice

11 M 10:00  The Odyssey (Gregson Davis, Dinkelspiel Auditorium)

Oct. 12 Tu 3:00  *First paper due
   Tu 3:15  Plenary: The Jewish Conception of Law (Mark Mancall)

Oct. 13 W 3:15  Discussion Sections

Oct. 14 Th 3:15  Discussion Sections
   Th 7:00  Tutor Workshop II: How to read a text

Oct. 15 F 7:00  Lecture: The Presocratics (John Goheen, Dinkelspiel Auditorium)

Readings:

- Exodus, ch. 1-14, 19-23
- Deuteronomy, ch. 2, 3
- Homer, The Odyssey

Study Questions:

1. In a world dominated by myth, what does it mean to be rational or reasonable? What does it mean to be free or responsible in such a world?

2. What is education in the Odyssey? How do Telemachus and Odysseus learn? How is the story of the Exodus similar? different?

3. How are women depicted in the Greek and Hebraic tradition? What is their relationship to men? to each other?

4. Compare Moses and Odysseus as leaders. Where does their authority come from?
WEEK IV: Early Greek Philosophy

18 M 10:00 Lecture: Plato, Euthyphro (George Cattermole, Dinkelspiel Auditorium)

19 Tu *Second paper due Oct. 19, 3:00
Tu 3:15 Plenary: Socrates: dialectic and ethic (Nick Burbules)

Oct. 20 W 3:15 Discussion Sections
W 7:00 Lecture: Greek Art (Elizabeth Raubitschek)

21 W 3:15 Discussion Sections
W 7:00 Tutor Workshop III: How to prepare for section

Readings:

Robinson, pp. 87-126, 195-214 (copied selections) (Presocratics, ca. 500 P.E.E.)

Plato, (427-347 B.C.E.) Euthyphro, Apology and Crito
Pollitt, Art and Experience in Ancient Greece, ch. 1, 2
Andrewes, The Greeks, ch. 4-8 (to be read during weeks 5-7)

Study Questions:

(1) What factors in human experience might explain the emergence of a critical standpoint with regard to myth?

(2) Does morality require a religious justification?

(3) Is Socrates a hero? In what sense of the term?

(4) Are the Presocratic philosophers engaged in "science"?
WEEK V: Plato I

25 M 10:00 Lecture: Plato, Republic, Bks I, II (John Goheen, Dinkelspiel Auditorium)

Oct. 26 Tu 3:15 Plenary: Greek politics and society (Mark Edwards, Classics)

26 Tu Third paper due Oct. 26, 3:00

27 W 3:15 Discussion Sections

28 Th 3:15 Discussion Sections

Th 7:00 Tutor Workshop IV: Writing: choosing a topic; thesis sentence and structure

Readings:

Plato, Republic, Bks I-V
Thucydides (471-395 B.C.E.), Peloponnesian Wars (copied selections)
Pollitt, Art and Experience in Ancient Greece, ch. 3

Study Questions:

(1) How does Plato's ideal social structure grow out of his theory of knowledge and his view of the soul? Is his argument persuasive?

(2) How does that ideal social structure compare to the reality of Greek society?

(3) What is Plato's theory of justice? How does it compare with the Homeric and Hebraic conceptions of justice?

(4) Is Plato's view of women revolutionary?
WEEK VI: Plato II

Nov. 1 M 10:00 Lecture: Plato, Republic, Bks VI, VII, VIII, IX (George Cattermole, Dinkelspiel Auditorium)

Nov. 2 Tu 3:15 Plenary: Symposium (Gregson Davis)

Nov. 3 W 3:15 Discussion Sections
W 7:00 Lecture: Greek Erotic Art (Mark Mancall)

Nov. 4 Th 3:15 Discussion Sections
Th 7:00 Tutor Workshop V: Writing: writing a paragraph; how to use evidence

Readings:

Plato, Republic, Bks VI-VII

Plato, Symposium

Pollitt, Art and Experience in Ancient Greece, ch. 4

Study Questions:

1. How important is experience to knowledge?

2. What is Plato's view of education? Why is it essential to his social system?

3. Does education imply inequality of some kind? Are democracy and meritocracy incompatible?

4. What is love?
WEEK VII: Aristotle I

9 Tu *Fourth paper due Nov. 9, 3:00

Tu 3:15 Plenary: Aristotle's Politics (John Goheen)

10 W 10:00 Lecture: Aristotle, Ethics, Bks I, II (George Cattermole, Dinkelspiel Auditorium)

W 7:00 Plenary: Greek economy and material life (Bill Klingshorn, Classics)

Nov. 10 W 3:15 Discussion Sections

Nov. 11 Th 3:15 Discussion Sections

Th 7:00 Tutor Workshop VI: Writing: sentence construction and grammar

Readings:


Austin and Vidal-Naquet (copied selections)

Study Questions:

(1) Compare Aristotle's political theory to Plato's; in particular how do their theories of justice differ? Does this difference reveal any fundamental difference in philosophical method?

(2) How does Aristotle's ideal state compare with Athenian democracy?

(3) Why does Aristotle study and classify states?

(4) What is Aristotle's view of arete? How does it compare with Plato's? Homer's?
WEEK VIII: Aristotle II

16 Tu 3:15 Plenary: Metaphysics, Philosophy and Wisdom (John Goheen Mark Mancall)

Nov. 17 W 3:15 Discussion Sections

W 7:00 Lecture: Ancient medicine: theory and practice (Wilbur Knorr, Philosophy)

18 Th 3:15 Discussion Sections

Th 7:00 Tutor Workshop VII: How to read a film

19 F 10:00 Lecture: Poetics (Gregson Davis, Dinkelspiel Auditorium)

Readings:

Aristotle, Metaphysics, I, XII; Physics, II; Poetics, Bks 1-16

Ecclesiastes (2nd cent. B.C.E.); Wisdom (1st cent. B.C.E.), ch 6-12

Andrewes, ch. 9-12 (to be read during final weeks)

Study Questions:

(1) How is Aristotle's approach to problems of knowledge manifested in his political and ethical writings?

(2) Is Aristotle more "scientific" than the Presocratics? How so?

(3) What is Aristotle's theory of tragedy? Does it fit examples you are familiar with?

(4) What is wisdom?
WEEK IX: Aeschylus

Nov. 22  M 10:00 Lecture: Epicureans (George Cattermole, Dinkelspiel Auditorium)

23  Tu *Fifth paper due Nov. 23, 3:00
    Tu 3:15 Plenary: Aeschylus (Gregson Davis)
    Tu 7:00 Film: Iphigenia

24  W 3:15 Discussion Sections
    W 7:00 Tutor Film: Trojan Women

Readings:

Aeschylus, (525-456 B.C.E.) Oresteia

Pollitt, Art and Experience in Ancient Greece, ch. 5 and epilogue

Study Questions:

(1) In the famous film, Rashomon, the same story is told from several points of view, with dramatic differences. How do we see this process at work this week? What is the effect of such discordant perspectives?

(2) How does drama differ from the epic? How important are the surroundings, the religious festivals, to the understanding of how the Greek audience saw these plays? Is it possible for us to see the plays as they did?

(3) Does Aeschylus have a theory of justice? How does it compare with Plato's and Aristotle's? How does its presentation compare with Plato's and Aristotle's?
WEEK X: Sophocles

Nov. 30 Tu 3:15 Plenary: Sophocles (Marsh McCall, Classics)
Nov. 30 Tu 7:00 Film: Antigone
Dec. 1 W 3:15 Discussion Sections
   W 7:00 Dramatic reading: Lysistrata
Dec. 2 Th 3:15 Discussion Sections
   Th 7:00 Tutor Workshop VIII: Writing: word usage and style

Readings:

   Sophocles (496–406 B.C.E.), Oedipus, Antigone, Philoctetes

Study Questions:

(1) Do Sophocles's plays seem more modern than those of Aeschylus? Why? What characteristics of tragedy do they exemplify?

(2) Compare different depictions of Odysseus in works of the quarter. Why the difference?

(3) What role does Fate play in Sophocles's plays? How does it compare to earlier conceptions?
WEEK XI: Euripides

Dec. 7 Tu 3:15 Plenary: Euripides (Gregson Davis)
Tu 7:00 Film: A Dream of Passion

Dec. 8 W 10:00 Lecture: Sappho (Gregson Davis)
W 3:15 Discussion Sections
W 7:00 Film: Medea

Dec. 9 Th 7:00 Discussion Sections
Th 7:00 Tutor Workshop IX: Writing: rewriting, editing, proofreading

Dec. 10 F *Final paper due Dec. 10, 5:00

Readings:

Euripides (480-406 B.C.E.) Medea, Bacchants, copied selections
Sappho (630-570 B.C.E.) Poems, (copied selections)
Pomeroy, pp. 93-119, copied selections

Study Questions:

(1) Plato criticizes dramatists. Would he have a special aversion to Euripides's plays?

(2) Sappho is the only female writer we've read this quarter. Does her perspective differ fundamentally from that of male writers?

(3) Aristotle says that Euripides, despite his "faulty execution," is the most tragic of the dramatists. Why would he think so?
SELECTED GENERAL BIBLIOGRAPHY
(Ancient Greeks)

REFERENCE
Liddell and Scott, Greek-English Lexicon, (London: Oxford Univ. Press, 1883)
Knowledge of the Greek alphabet is a prerequisite.


*Peters, F.E., Greek Philosophical Terms. (New York: NYU Press, 1967). Major
philosophical terms transliterated and defined according to
their appearance in Greek philosophical works.

HISTORICAL


Rostovtzeff, M., Greece. trans. J.D. Duff. (New York: Oxford Univ. Press, 1930)

CULTURAL
*Bowra, C.M., The Greek Experience. (New York: Mentor,


paperback.


1959).

Webster, T.B.L., Athenian Culture and Society. (Berkeley: Univ. of Calif. Press, 1973)

POLITICAL

PHILOSOPHICAL

*Burnet, J., Early Greek Philosophy. (Cleveland: Meridan, 1930).

*Dodds, E.R., The Greeks and The Irrational. (Berkeley: Univ. of Calif Press, 1951)


RELIGIOUS


ART AND ARCHITECTURE


**SCIENTIFIC**


**HOMER**

*Finley, M.I., The World of Odysseus. (Cleveland: Meridian, 1956)


*Page, D., History and the Homeric Iliad. (Berkeley: Univ. of Calif. Press, 1965)


**TRAGEDIANS**


*Segal, E., ed., Euripides. (Englewood Cliffs: Spectrum)


**COMEDY**


**SOCRATES**

Winspear, A.D., Who Was Socrates? (New York: Russell & Russell)

**PLATO**


Lutoslawski, W., The Origin and Growth of Plato's Logic. (New York: Longman's Green)

(* Available in paperback editions).