

Political Science 201, section 001, Western Political Heritage
TTh 8:00-9:15 a.m., B002 JFSB

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Monday 10-12am, Thursday 11-12am, or by appt.

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MW 9-11 a.m.

Required Texts:

The Norton Anthology of Western Literature, volume 1; *An Invitation to Political Thought*; The Bible

Course Description:

In short, this is a course in Western civilization from Greek antiquity to the Renaissance, informed primarily by political thinking as it is presented in poetry, drama, philosophy, and scripture: exploring fundamental questions in human experience; examining formative events in history; understanding the value of important texts.

It fits into the larger scheme of Civilization courses that fulfill this university core requirement at BYU. Therefore, the course is designed to “emphasize primary works, studied in whole or in part, with appropriate attention to the aesthetic and intellectual scope and historical context of each work.” Our course will be built around the close and careful reading of literary, philosophical, and scriptural texts. Our primary purpose in reading these texts is to model and encourage political thinking as it has arisen in Western culture and civilization. We will treat these texts with great respect, seeking primarily to understand them individually and in relation to one another. Our primary goal in reading will be to learn how to think better about the profound questions that have produced Western civilization

As a consequence of this approach, we will necessarily be exploring possible answers to questions like, *What is knowledge? What is a human being? How are communities formed? What is the best form of government? Who should rule? What is happiness? What is beauty? What is wisdom? How is it achieved?* We will work together toward this goal through class lecture, in-class writing, and some in-class discussion

Learning Outcomes

1. Students will demonstrate a broad general understanding of the sweep of human history and the roles of individuals, peoples, and cultures in establishing civilization as we know it.
2. Students will show a precise knowledge of human events, ideas, and accomplishments generally recognized to be formative and fundamental to the history of civilization.

3. Students will appreciate representative cultural works that have helped establish idealized relationships of humankind to the divine, to one another, and to nature—and that have attempted to explain beauty as necessary to the well-being of the individual soul as well as of the larger society.
4. Students will evince preparation for lifelong engagement with and appreciation of literature and philosophy.
5. Students will show improved ability to think about texts by writing about them.
6. Students will have the ability to summarize a complex argument from a literary or philosophical text.
7. Students will be able to articulate and begin to answer challenging questions addressing the place of faith and intellect in the good life.
8. Students will practice and demonstrate the art of political thinking.

Learning Opportunities

1. Regular daily attendance is a must. We will monitor attendance in a variety of ways, including in-class writing. You will not gain points by attending, but beginning with the second absence you will lose five points per class day missed.
2. A group project constructing a timeline of Western civilization from 500 BCE to 1500 CE. (50 pts)
3. Writing a historical report. (50 pts)
4. Writing a Socratic dialogue. (100 pts)
5. Writing a summary of an argument. (100 pts)
6. Taking mid-term and a final examination consisting of short essay questions measuring knowledge of individual texts and synthesizing ideas. (200 pts)

Learning Assessment

Your learning will be evaluated and assessed by our assigning points to your work. During the semester you will earn points for work submitted. Your final grade will reflect your percentage of the total possible number of points during the semester.

100-94%=A; 93-90%=A-; 89-87%=B+; 86-84%=B; 83-80%=B-; 79-77%=C+, etc.

University Business

Plagiarism:

While all students sign the honor code, there are still specific skills most students need to master over time in order to correctly cite sources, especially in this new age of the internet; as well as deal with the stress and strain of college life without resorting to cheating. Please know that as your professors we will notice instances of cheating on exams or plagiarizing on papers. General information about the honor code can be found at honorcode.byu.edu. Details about Academic Honesty at the Honor Code site can be found by moving your mouse over "Honor Code" in the second grey bar and then move down then right and click on "Other Clarifications," then move your mouse down and click on "Academic Honesty."

Writing submitted for credit at BYU must consist of the student's own ideas presented in sentences and paragraphs of his or her own construction. The work of other writers or speakers may be included when appropriate (as in a research paper or book review), but such material must support the student's own work (not substitute for it) and must be clearly identified by appropriate introduction and punctuation and by footnoting or other standard referencing.

The substitution of another person's work for the student's own or the inclusion of another person's work without adequate acknowledgment (whether done intentionally or not) is known as plagiarism. It is a violation of academic, ethical, and legal standards and can result in a failing grade not only for the paper but also for the course in which the paper is written. In extreme cases, it can justify expulsion from the University. Because of the seriousness of the possible consequences, students who wonder if their papers are within these guidelines should visit the Writing Lab in the JKB or consult a faculty member who specializes in the teaching of writing (Kramer) or who specializes in the subject discussed in the paper (Hancock). Useful books to consult on the topic include the current Harbrace College Handbook, the MLA Handbook, and James D. Lester's Writing Research Papers.

Discrimination

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, please talk to your professor; contact the Equal Employment Office at 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 422-2847.

Students with Disabilities

Brigham Young University is committed to providing a working and learning atmosphere which reasonably accommodates qualified persons with disabilities. If you

have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the SSD office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office at 422-5895, D-282 ASB.

Tentative Schedule of Readings

09/02/04 T Course overview; "A School in Zion" (K&H)

09/04/08 Th *The Iliad* (K) Norton Anthology (pp. 100-205, with emphasis on The Rage of Achilles 105-121, Hector and Andromache 125-131, The Death of Patroclus 156-158, Achilles' Shield 167-173, The Death of Hector 180-185, Priam and Achilles 188, 197-201.

Timeline and Historical Report Assigned

09/09/08 T *The Odyssey* (K) Norton Anthology (Books I, IV, V, VIII, and XI)

09/11/08 Th *The Odyssey* (K) Norton Anthology (Books XIV, XV, XVIII, XIX, XXI, XXII, and XXIII)

09/14/08 T *The Oresteia, Agamemnon* (K) Norton Anthology (pp. 502-550)

09/16/08 Th *The Oresteia, The Eumenides* (K) Norton Anthology (pp. 579-606)

Timeline due

09/21/08 T I Samuel 8-14, 18-19, 28, 31 (Saul) (K)

09/23/08 Th II Samuel, I Kings 1-2 (David) (K)

Historical Report due

09/28/05 T *Antigone* (K) Norton Anthology (pp. 653-688)

09/30/05 Th *The Apology of Socrates* (H) Norton Anthology (pp. 756-779)

10/05/08 T *The Republic* (H) Political Thought

10/07/08 Th *The Republic* (H) Political Thought

10/12/08 T *The Republic* (H) Political Thought

Socratic Dialogue assigned

10/14/08 Th *Nicomachean Ethics* (K) (On Blackboard)

10/19/08 T *Nicomachean Ethics* (H) (On Blackboard)

10/21/08 Th *Politics* (H)

Socratic dialogue due

10/26/08 T *The Aeneid* (K) The Norton Anthology (pp. 926-995)

10/28/08 Th *The Aeneid* (K) The Norton Anthology (pp. 995-1023)

Take-home mid-term

11/04/08 T The Sermon on the Mount, The Parable of the Good Samaritan (K) Norton Anthology (pp. 1085- 1090)

Mid-term due

11/06/08 Th Romans (K)

11/11/08 T *Confessions* (K&H) Norton Anthology (pp. 1113-1141)

11/13/08 Th *The City of God* (H)

11/18/08 T *The City of God* (H)

11/20/08 Th *The City of God* (H)

Summary assigned

Thanksgiving

12/01/08 T St. Thomas Aquinas (H)

12/03/08 Th St. Thomas Aquinas (H)

Summary due

12/08/08 T St Thomas Aquinas (H) Dante Inferno (K) Norton Anthology (pp. 1573-1576)

12/17/08 Th Final exam