

## **Integrative Studies 6: History and Philosophy of Western Civilization II**

Shimer College, Spring 2017

Instructor: Adam Kotsko (a.kotsko@shimer.edu)

Section A: TBD MTuWF

Section B: TBD MTuWF

TBD Classroom

### **Course Description**

This experimental version of Integrative Studies 6 will continue our exploration of “concepts of history,” a term which refers to the various paradigms or worldviews that have shaped people’s sense of the meaning of history. As we move through the late medieval and modern period through to our contemporary world, we will again emphasize conflict, appropriation, and synthesis. We will be hearing from the “standard” voices of Western modernity as well as its critics and victims. Special attention will be paid to colonialism and to the various revolutions and reactions that have shaped the modern world.

### **Required Texts**

*The Arabian Nights*, ed. Mahdi

Geoffrey Chaucer, *Canterbury Tales*

Margery Kempe, *The Book of Margery Kempe*

Christine de Pizan, *Treasure of the City of Ladies*

Erasmus and Luther, *The Battle over Free Will*

Shakespeare, *The Tempest*

Aimé Césaire, *A Tempest*

Eduardo Viveiros de Castro, *The Inconstancy of the Native Soul*

Silvia Federici, *Caliban and the Witch*

John Milton, *Paradise Lost*

Aphra Behn, *Oroonoko*

J. W. von Goethe, *Faust*

David Hume, *Dialogues Concerning Natural Religion*

Immanuel Kant, *Groundwork of the Metaphysics of Morals*

C.L.R. James, *The Black Jacobins*

Carl Schmitt, *The Concept of the Political*

Primo Levi, *Survival in Auschwitz*

Hannah Arendt, *Eichmann in Jerusalem*

Boris Groys, *The Total Art of Stalinism*

Clarice Lispector, *The Passion According to G.H.*

Marjane Satrapi, *The Complete Persepolis*

Enrique Dussel, *Twenty Theses on Politics*

Wendy Brown, *Undoing the Demos*

Other readings will be provided in a course packet and are marked as such on the syllabus: (\*\*).

### **Course Objectives**

The faculty has set the following goals for students in this course: to demonstrate understanding and synthesis of original materials from throughout the history of Western Civilization with

fourth-year college-level comprehension; to explain the essential intellectual features of major epochs in Western history; to show an ability to summarize complex arguments, describe the logic of an argument, and explain how rhetorical form shapes an argument; to show ability to analyze, synthesize, and discuss many types of texts thoughtfully and respectfully; and to demonstrate awareness of the intended and unintended ambiguities in a variety of types of narrative. Mastery of these abilities will represent a very high level of academic and personal achievement.

### **Student Assessment**

Students will be assessed on the basis of class participation (60%) and the authorship of four protokolls (10% each).

*Class participation* involves careful and thorough preparation and serious intellectual involvement in class discussion, all of which should have become routine during the period of your tenure at Shimer. At the very minimum, this will require your consistent and constructive participation in class discussions. Attendance is to be regarded as mandatory. Absences may occasionally be unavoidable, but any student missing more than *five* class sessions may not be able to earn a passing grade in the course. Latenesses and departures during class will count as partial absences.

*Protokolls* are brief papers (3-4 pages double-spaced) to be delivered orally and in writing to the class. They will cover a given day's reading and be written and presented at the *following* class sessions. Protokolls should distill and expand upon our discussion in order to help us to keep the most salient points from both the reading and our collective deliberations in mind as we move on to our next reading. Students should keep the following questions in mind when they compose their protokolls:

- What does the text have to say about the sources of meaning and value?
- What does the text have to say about the sources of political legitimacy and authority?
- What does the text have to say about the way society does or should work (gender relations, attitudes toward outsiders, etc.)?
- What does the text have to say about the "shape" of history (is it heading in any particular direction, is it cyclical, etc.)?
- Whether explicitly or implicitly, does the text address competing answers to the preceding questions?

Not all questions will be equally relevant to all readings, but an attempt should be made to answer at least one or two of them in order to maintain focus and continuity over the course of the semester.

Protokolls should be *e-mailed* to the professor and the class in advance of the session in which they will be delivered, using **Google Docs or a Microsoft Word-compatible format** (.doc, .docx, .rtf—not PDF and *especially* not Pages). *Please do not waste time and paper printing copies to share with the class*; your fellow students can decide for themselves whether they desire a hard copy.

You may switch protokoll dates up to 24 hours prior to the beginning of the class in which they are to be presented, with the permission of the instructor (and, if applicable, the student with

whom you are switching). You may make up *one* missed protokoll by signing up for another open slot (provided any remain); all subsequent missed protokolls will result in an F. If you must miss class on a day when you have a protokoll, you may e-mail it and the professor will deliver it in your absence.

Protokolls will be graded on an augmented pass/fail system, with the possibility of a P- or a P+. Students may rewrite for a higher grade, provided the rewrite is submitted (via e-mail to the professor and the class) within seven days of the original due date.

### *Absence Make-Up Policy*

In order to make up for an absence, students must attend a cultural or academic event relevant to the content of the course. They must write a one-page reflection on their experience, along with some piece of physical evidence that they attended this event (a ticket, program, photo on their phone, etc.). All events must be approved in advance by the instructor. Events relevant to Integrative Studies 6 might include the following:

- A visit to the Art Institute or another museum
- An academic lecture related to the course material
- A poetry or other literary reading

Students may normally make up for **up to two absences** using this policy. As a general rule, these absences must already have been in fact incurred; students may not “stock up” on extra absences in advance. They may, however, be planned in advance for some serious reason (necessary travel, planned surgery, etc.). In truly exceptional circumstances, alternate arrangements may be made; please do not hesitate to consult with the professor.

### **Class and Reading Schedule**

Monday	January 9	<i>Arabian Nights</i> , xi-xiv, 3-51
Tuesday	January 10	<i>Arabian Nights</i> , 52-80, 181-189, 248-258
Wednesday	January 11	Chaucer, <i>Canterbury Tales</i> : General Prologue; Wife of Bath’s Prologue and Tale
Friday	January 13	Chaucer, <i>Canterbury Tales</i> : Second Nun’s Prologue and Tale; Canon’s Assistant’s Prologue and Tale
Monday	January 16	<b>Martin Luther King Day—NO CLASS</b>
Tuesday	January 17	<i>Book of Margery Kempe</i> , Proem, Preface, and Chapters 1 - 11; 17-18; 21-22; 28-30; 35-36; 61-62; 72-89.
Wednesday	January 18	De Pizan, <i>Treasure of the City of Ladies</i> , Part 1
Friday	January 20	De Pizan, <i>Treasure of the City of Ladies</i> , Parts 2-3
Monday	January 23	Erasmus and Luther, <i>The Battle over Free Will</i> , 1-57
Tuesday	January 24	Erasmus and Luther, <i>The Battle over Free Will</i> , 86-126
Wednesday	January 25	Shakespeare, <i>The Tempest</i> , Acts 1-3
Friday	January 27	Shakespeare, <i>The Tempest</i> , Acts 4-5
Monday	January 30	Césaire, <i>A Tempest</i> (entire text)
Tuesday	January 31	Viveiros de Castro, <i>Inconstancy of the Native Soul</i> (entire text)
Wednesday	February 1	Federici, <i>Caliban and the Witch</i> , pp. 7-10, 61-132

Friday	February 3	Federici, <i>Caliban and the Witch</i> , pp. 133-162, 219-243
Monday	February 6	Copernicus, selections from <i>On the Revolutions of the Heavenly Spheres</i> (**)
Tuesday	February 7	Galileo, “The Starry Messenger” and Kepler, selections from <i>The Epitome of Copernican Astronomy</i> (**)
Wednesday	February 8	Milton, <i>Paradise Lost</i> , Books 1-4
Friday	February 10	Milton, <i>Paradise Lost</i> , Books 8-10, 12 (lines 607-649); read “Arguments” to all books skipped or partially read
Monday	February 13	Behn, <i>Oroonoko</i> (pp. 3-73)
Tuesday	February 14	Behn, Poetry in <i>Oroonoko</i> (pp. 209-268)
Wednesday	February 15	Hume, <i>Dialogues Concerning Natural Religion</i> , Parts 1-5
Friday	February 17	<b>Dean’s Break—NO CLASS</b>
Monday	February 20	Hume, <i>Dialogues Concerning Natural Religion</i> , Parts 6-12
Tuesday	February 21	Kant, <i>Groundwork of the Metaphysics of Morals</i> , Preface, Chapters 1-2
Wednesday	February 22	Kant, <i>Groundwork of the Metaphysics of Morals</i> , Chapter 3
Friday	February 24	James, <i>Black Jacobins</i> , prefaces, pp. 3-84
Monday	February 27	James, <i>Black Jacobins</i> , pp. 144-98, 224-68, 289-92
Tuesday	February 28	Buck-Morss, “Hegel and Haiti” (**)
Wednesday	March 1	Goethe, <i>Faust</i> , Part 1, Lines 1-2604
Friday	March 3	Goethe, <i>Faust</i> , Part 1, Lines 2604-4614
Monday	March 6	Schmitt, <i>Concept of the Political</i> , pp. 3-53
Tuesday	March 7	Schmitt, <i>Concept of the Political</i> , 53-96
Wednesday	March 8	Levi, <i>Survival in Auschwitz</i> , preface, chs. 1-8
Friday	March 10	Levi, <i>Survival in Auschwitz</i> , chs. 9-17
Monday-Friday	March 13-March 17	<b>Spring Break—NO CLASS</b>
Monday-Friday	March 20-March 24	<b>Thesis Break—NO CLASS</b>
Monday	March 27	Arendt, <i>Eichmann in Jerusalem</i> , pp. 3-82
Tuesday	March 28	Arendt, <i>Eichmann in Jerusalem</i> , pp. 83-150, 171-175, 280-299
Wednesday	March 29	Groys, <i>The Total Art of Stalinism</i> , Introduction, ch. 1
Friday	March 31	Groys, <i>The Total Art of Stalinism</i> , ch. 2, Afterword
Monday	April 3	Shostakovich, <i>Tenth Symphony</i> ; selection from <i>Shostakovich: A Life</i> (**); Robinson, “Shostakovich under Stalin’s Shadow” (handout)
Tuesday	April 4	Hubble, “Explorations in Space” and Riess and Turner, “The Expanding Universe” (**)
Wednesday	April 5	Becker, “The Economic Way of Looking at Behavior” (**)
Friday	April 7	Lispector, <i>Passion According to G.H.</i> , pp. xi, 3-93 <b>N.B.: Last day to withdraw</b>

Monday	April 10	Lispector, <i>Passion According to G.H.</i> , pp. 93-189
Tuesday	April 11	Satrapi, <i>The Complete Persepolis</i> , Introduction through pg. 76 (or pg. 153—reading to be determined by class vote)
Wednesday	April 12	Satrapi, <i>The Complete Persepolis</i> , pp. 77-153 (or 155-341)
Friday	April 14	Dussel, <i>Twenty Theses on Politics</i> , pp. xv-68
Monday	April 17	Dussel, <i>Twenty Theses on Politics</i> , pp. 69-138
Tuesday	April 18	Brown, <i>Undoing the Demos</i> , Preface, chs. 1 and 4
Wednesday	April 19	Brown, <i>Undoing the Demos</i> , ch. 6, Epilogue
Friday	April 21	Butler, “The Book of Martha” and “Afterword” (**)

**N.B.: All written work due by 5pm**