

Western Intellectual Tradition III: Reformation, Revolution, and Enlightenment

UFWT 201
Fall 2011
1:00-2:50 PM
Brooks 105
Coffee hour: Fridays, 1:30-2:30,
at Harry's in the University Center

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Office hours: Monday, 11:45-
1:00 PM **and by appointment**

Course Description

Third in a four-semester sequence, this interdisciplinary seminar examines how revolutions in faith, science, and philosophy shaped the development of the Western intellectual tradition. Through the works of Luther, Galileo, Shakespeare, Descartes and others, students will discover how the Reformation, the Scientific Revolution, and the Enlightenment offered new ways of thinking about the nature of authority. Prerequisites: UFWT 101 and UFWT 102.

Course Objectives

- Develop critical reasoning skills through reading significant texts and evaluating different viewpoints and arguments.
- Develop the ability to investigate an issue and construct a well-reasoned and coherent viewpoint.
- Learn to communicate ideas and arguments clearly and persuasively through written and spoken means.
- Understand the world through multiple perspectives and different world views.
- Explore religious and moral dimensions of critical issues.
- Appreciate how different disciplines advance understanding of cultures and civilizations and recognize the interconnectedness of the disciplines.
- Become a part of a larger academic community.

Required Texts:

UFWT 201 Reader & Blackboard readings

Tarnas, <i>The Passion of the Western Mind</i>	Ballantine	9780345368096
Hillerbrand, <i>The Protestant Reformation</i> (rev. ed.)	Harper	9780061148477
More, <i>Utopia</i>	Penguin	9780140449105
Descartes, <i>Discourse on Method</i>	Penguin	9780140446999
Hobbes, <i>Leviathan</i>	Hackett	9780872201774
Locke, <i>The Second Treatise of Government</i>	Hackett	9780915144860
Rousseau, <i>The Basic Political Writings</i>	Hackett	9780872200470
Hume, <i>An Enquiry Concerning the Principles of Morals</i>	Hackett	9780915145454
Kant, <i>Grounding for the Metaphysics of Morals</i>	Hackett	9780872201668
<i>The Essential Federalist and Anti-Federalist Papers</i>	Hackett	9780872206557

Procedure

Class meetings will be dominated by our discussions of readings. The professor will intermittently offer lectures that will give context for the readings and/or previews of coming attractions. The responsibility for the success and utility of discussions falls on everyone, including the professor, who will convene discussions and try to keep them roughly on course. Your responsibilities include . . .

1. Reading (and thinking) ahead of time. If you don't already, learn to read with a pen in your hand. (Throw out what your high school teachers told you about marking in your texts—at the end of the term your books should be begging for mercy.) You should jot down ideas, questions, or comments as you read and bring these to class.
2. **DISCUSSING!** Simple enough to be overlooked, but the most important thing for a successful class. Remember that we don't have to start off with all the answers, but you should come to class with a list of tentative comments about the text. This will be a skill we work on throughout the term, but know that sometimes the simplest observations or questions are the best. Also remember that "I don't know" is a valid response, especially when followed by "Maybe it means . . ." or "The real question I had. . ."
3. Listening critically and responding politely: two important tools for good discussions. Don't be afraid to agree or disagree (preferably with some reason), but do so in a manner that shows respect to your colleagues.

Requirements/Grading

Participation (20%): All students are expected to attend each class period. As noted, student participation will be essential to the success of the class, so please come prepared to each meeting. If you are worried about knowing what to say, chill! Reading a text well and being prepared to discuss it are skills that we will work on throughout the semester. Thoughtful discussion about important ideas with interesting colleagues will be one of the most rewarding experiences of your education, but like all things worthwhile, it takes effort.

Research Paper (30%): This assignment will require you to consider the connections between one of our authors and an author from a previous WIT course. Topics must be approved by the professor. Detailed assignment guidelines will be provided. Length: 10 pages.

Mid-term Exam (25%): The mid-term exam will consist of objective and essay questions, and will cover the first half of the semester.

Final Exam (25%): The final exam will consist of objective and essay questions, and will cover the second half of the semester, i.e., not cumulative.

Please note: Make-up exams are allowed only in case of illness or other personal emergencies, assuming suitable documentation is provided.

Grading scale:

A = 93-100%	B+ = 87-89%	C+ = 77-79%	D+ = 67-69%	F = 0-59%
A- = 90-92%	B = 83-86%	C = 73-76%	D = 63-66%	
	B- = 80-82%	C- = 70-72%	D- = 60-62%	

Attendance Policy

Roll will be taken each day. In a TT class more than four unexcused absences will result in a grade of FA (Failed on account of absences) for the course. Absences are excused for official university business or a death in one's family. For all other cases (illness, trips, etc.), students should manage their attendance throughout the semester so as to allow for unexpected absences.

Academic Integrity

All University values guidelines are respected in this class. Students should thoroughly familiarize themselves with the *Student Guide to Academic Integrity* and the relevant sections of the Student Handbook, especially the sections concerning plagiarism and citation of sources. I encourage students to meet together outside of class to discuss the readings, papers, and exam preparation. However, students are expected to write their papers and exams independently. **All work handed in for a grade must include your signature, by which you affirm the following: "I have neither given nor received unauthorized aid on this assignment."**

Disability Support

If you are registered with Disability Support Services and have your accommodation letter, please make an appointment with me as soon as possible to discuss accommodations that may be necessary. If you have a disability but have not contacted Disability Support Services, please call 726-2980/4078 or visit DSS located within Career Development, Room 205 of the University Center.

Policy Regarding Things Electronic

This class does not require batteries. Please turn off (that's off, not silenced) all devices—phones, PDAs, Ipods, etc.—that might otherwise disturb the bliss of our educational setting. No texting, calling, IMing, tweeting, facebooking, etc. during class. You should know that I do not believe in multi-tasking. In short, be where you are. 😊

I allow, but don't encourage, the use of laptops for taking notes or discussing online texts. I recognize the temptation to use the computers for things unrelated to the matter at hand can overwhelm us. I should like spare you that struggle. However, if you desire to use a computer, please see me for a contract that I will ask you to sign in order to indicate your commitment to use your laptop in class only for good (course stuff) and not evil (you get the idea).

Schedule

Note: Every effort will be made to adhere to the schedule of readings below. However, the professor reserves the right to make occasional course corrections; such corrections will be noisily noted.

Aug 30—Introduction

Sept 1—Renaissance Humanism

Read: Tarnas, “The Renaissance,” pp. 224-32; More, *Utopia* (1516), Book II (pp. 49-113); Blackboard: Erasmus, “The Shipwreck” (1522)

Sept 6—Luther on the Bible, Justification, and the Christian Life

Read: Tarnas, “The Reformation,” pp. 233-47; Hillerbrand reader, pp. 31-58, 66-72, *Freedom of a Christian* (1520), “Preface to the German Translation of the New Testament” (1522), Blackboard: “Two Kinds of Righteousness” (1519)

Sept 8—Luther and Erasmus on the Will

Read: WIT Reader: Erasmus, *On the Freedom of the Will* (1524); Luther, *On the Bondage of the Will* (1525)

Sept 13—Luther on Government, Power, and Authority

Read: Hillerbrand reader, pp. 73-122, *On Governmental Authority* (1523), *Twelve Articles of the Swabian Peasants* (1525), *Friendly Admonition to Peace Concerning the Twelve Articles of the Swabian Peasants* (1525)

Sept 15—Anabaptists on Government, Power, and Authority

Read: Hillerbrand reader, pp.163-81, Conrad Grebel/Zurich Anabaptists, *Letter to Thomas Müntzer* (1524); [Michael Sattler], *The Schleitheim Confession* (1527); WIT Reader: Balthasar Hubmaier, *On Heretics and Those Who Burn Them* (1524); Blackboard: “The Trial and Martyrdom of Michael Sattler” (1527); Hans Hillerbrand, “The Other in the Sixteenth Century,” pp. 245-69 from Max Reinhart, ed., *Infinite Boundaries: Order, Disorder, and Reorder in Early Modern German Culture*

Sept 20—Calvin on Knowledge, Human Nature, Predestination

Read: WIT Reader: *Institutes of the Christian Religion* (1559 ed.): Knowledge of ourselves and God: Bk 1, chap 1-4; Human Condition: Bk II, chap 1; Predestination: Bk III, chap 21-22

Sept 22—Calvin and the Calvinist Tradition on the Political and Social Order

Read: WIT Reader: *Institutes*, Civil Government: Bk 4, chap 20; Hillerbrand reader, pp. 205-12, 327-36, *Ecclesiastical Ordinances of Geneva* (1541), Castellio, *About Heretics: Should they be Persecuted?* (1553), Blackboard: *Ordinance for Supervision of Churches in the Country* (1547)

Sept 27—Protestantism and the People

Read: Hillerbrand reader, pp.288-99, *Examination of Anne Askew* (1546); Blackboard: George Gifford, selections from *Countrie Divinitie* (1581) and *Dialogue on Witches and Witchcrafts* (1590)

Sept 29—Catholic Reform in Sixteenth Century/Encounter with the New World

Read: Blackboard: Ignatius Loyola, *Autobiography*, pp. 21-51; Juan Ginés de Sepúlveda, *Just Causes of War Against the Indians* and Bartolomé de las Casas, *In Defense of the Indians*

Oct 4—“O brave new world . . .

Read: Shakespeare, *The Tempest* (1610), Acts 1-2

Oct 4, Don Sandley, Lecture on Dr. Faustus, evening (time TBD)

Oct 6— . . . that has such people in’t!”

Read: Shakespeare, *The Tempest* (1610), Acts 3-5

Oct 11—Fall break

Oct 13—Midterm exam

Oct 13, 7:30 in the Wright Center, The Davis Lecture: Garrett Fagan, “Watching The Fighters: Exploring Roman Fascination with Gladiatorial Combat”

Oct 18—The Scientific Revolution: From Aristotle to Copernicus

Read: Tarnus: “The Scientific Revolution” (248-271); WIT Reader: Aristotle, *De Caelo* Book I, Chapters 1-3; Book II, Chapters 13-14 (c. 350 BC); Copernicus, *De Revolutionibus*, Preface, Chapters 1-10 (1543)

Oct 20—Science and Religion Collide: Galileo

Read: Galileo, “Letter to the Grand Duchess Christina” (1613-1615)

Oct 25—Tradition, Authority, and the Birth of Modern Philosophy

Read: Tarnas, “The Philosophical Revolution” (pp. 272-281); WIT Reader: Bacon, from *The New Organon* (1620); Descartes, from *Discourse on Method*, Parts I-IV (1637)

Oct 27—Hobbes, Authority, and the Nation State

Read: Hobbes, *Leviathan* (1660): Editor’s Introduction (viii-xlvi—38 pages), “Author’s Introduction” (pp. 3-5) Part I: Of Man, Chapters 1-5 (pp. 6-27), 7 (pp. 35-37), 9 (pp. 47-49), 11-15 [paragraphs 1-15] (pp. 57-94)

Nov 1—Hobbes, Authority, and the Nation State

Read: Hobbes, *Leviathan* (1660): Part II: Of Commonwealth, Chapters 17 -21, 29 (pp. 106-46; 210-19); Part III: Of A Christian Commonwealth, Chapters 32-33, 43 (pp. 245-61; 397-410)

Nov 3—Locke and the Foundations of Modern Liberalism

Read: WIT Reader, Locke, selections from *An Essay Concerning Human Understanding* (1690); *Second Treatise on Government* (1690), Editor's Introduction (pp. vii-xxi), Chapters 1-5

Nov 8—Locke and the Foundations of Modern Liberalism

Read: *Second Treatise on Government* (1690) Chapters 6, 8-12, 19

Research paper topic proposals due to professor via email by 5:00 PM

Nov 10—Rousseau's Challenge

Read: Rousseau, *Discourse on the Arts and Sciences* (1750) (pp. 1-21); *Discourse on the Origin of Inequality* (1754), Preface, Opening Remarks to Part I; Part II (pp. 33-39, 60-81)

Nov 15—Rousseau's Challenge

Read: Rousseau, *The Social Contract*, Book I (pp. 140-153), Book II, Chapters 1-7 (pp. 153-164), Book III, Chapters 1-3, 7 and 9 (pp. 173-179, 186-187, 190-191), and Book IV, Chapter VIII (220-227)

Nov 17—Hume, Morality, and Sentiment

Read: Hume, *An Enquiry Concerning Moral Philosophy* (1751), Editor's Introduction, Section I, II, and III (Part I), Section V (Part I), and Section IX (pp. 1-10, 13-26, 38-42, 72-82)

Nov 22—No class; professor at a conference

Research paper outline and bibliography due via email by 5:00 PM

Nov 24—Thanksgiving break

Nov 29—Kant, Morality, and Duty

Read: WIT Reader: "What is Enlightenment?" (1784); *Fundamental Principles of the Metaphysics of Morals* (1785), Editor's Introduction; Kant's Preface (pp. v-xiii), Section I (pp. 1-17), and Section III (pp.49-62)

Dec 1—The American Experiment: *The Federalist Papers*

Read: *Federalist Papers* 1, 2, 6, 9, 10, 14, 15, 16, and 23

Dec 6—*The Federalist Papers* (cont)

Read: *Federalist Papers* 37, 39, 47, 49, 51, 62, 70, 78, 84, and 85

Dec 8—Course Review and Exam Preparation

Research papers due in class

Dec 13—Final Exam, 10:30-12:30