

INTEGRATIVE STUDIES 5
Weekend Program

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Integrative Studies 5 and 6 form the capstone of Shimer's core curriculum. Arranged chronologically, the two-course sequence is meant to illustrate the nature and content of the ongoing "Great Conversation." Readings from the rest of the core can be fitted into this chronology; where appropriate, these readings are welcomed into the dialogue. However, because of the reading load and limited class time, I urge all class members to avoid bringing in materials which are not held in common and to eschew personal anecdotes except where they are truly applicable and enlightening.

One result of engaging in the Great Conversation is that we will all become clearer about our own assumptions and beliefs as we encounter those of others. This process, as Euthyphro discovered, can be painful, so we need to treat each other and ourselves with respect and give each other careful listening, genuine questioning, and thoughtful response. All of our readings were written by and for communities and are to be read in that spirit. Some of these communities are communities you would not want to be a part of. You are not being asked to accept or believe in what those communities believed. You are being asked to understand and sympathize with those communities - to try to imagine what it might have been like to live there, thinking and doing what they thought and did. This is not easy, but it is possible.

In this course we will look at history - as we humans have recorded it – and we will come to grips with the question: “What is history?”

In previous courses, you practiced analytic reading - looking for the details of the author's presentation. The emphasis was on making sure that you understood the meaning of each work on its own, and all the relevant details, before discussing how it related to the other works in the course.

In this course, let us assume that we possess the necessary analytic skills to allow us to shift to an emphasis upon synthetic reading. We are concerned with the overall pattern of a text and its relationship to all other texts in the course and to those in the core sequence.

PROTOCOLS: Each student will be responsible for presenting an oral protocol (a summary of the previous weekend's readings and discussion) at the beginning of one weekend. You need to prepare this as carefully as you would a written protocol (you may write it out if you like) and keep your presentation pithy (NO MORE THAN five minutes).

CLASS ATTENDANCE: Because of the glut of reading materials as fodder for discussion, lateness and absence will seriously impair the class's ability to treat materials

in depth. Many works will be discussed in one session only; some will even combine with others in a single class period. Furthermore, the readings for a weekend are related to one another thematically, so that a wide-ranging discussion encompassing all the readings assigned for that weekend is the ideal. There is obviously no way to make up missed classes. So the rule of thumb is: DON'T MISS! At the far end of acceptability, if you miss or are substantially late to five classes or miss an entire weekend, you are subject to dismissal from the class upon your next absence.

DISCUSSION: Discussion techniques should be carefully attended to. As seniors, you can expect at least the following from yourselves, from me, and from one another: mutual respect, thorough preparation, careful listening, genuine questioning, and thoughtful response. In addition, we should be able to joke without rancor, to promote lively as well as courteous dialogue, and occasionally to have bells ring and lights pop as things we've all been thinking about come together.

This semester, the members of the weekday class will be joining us for a double session after lunch on Sundays. They will have discussed the materials for the weekend up to the point at which they join us during the weeks that precede our discussions. I look forward to a lively exchange of ideas and points of view.

NOTE: Class attendance and discussion make up 100 % of your grade. I will assign a grade to each student for each session. If you want regular feedback on your grades, let me know and I will email you after each weekend session.

Booklist

<i>Myth of the Eternal Return</i>	Eliade, Mircea	& Chartres	Adams
<i>Inanna, Queen of Heaven and Earth</i>		<i>The Divine Comedy 1: Inferno</i>	Dante
<i>The Epic of Gilgamesh</i>		<i>The Copernican Revolution</i>	Kuhn
<i>Theogony</i>	Hesiod		
<i>New Jerusalem Bible</i>			
<i>The Iliad</i>	Homer		
<i>Poetry</i>	Sappho	T	
<i>Oresteia</i>	Aeschylus		
<i>Histories</i>	Herodotus		
<i>History of the Peloponnesian War</i>	Thucydides		
<i>The Republic</i>	Plato		
<i>On the Heavens (Xerox)</i>	Aristotle		
<i>Nicomachean Ethics</i>	Aristotle		
<i>Almagest (xeroxed selections)</i>	Ptolemy		
<i>The Aeneid</i>	Virgil		
<i>The Jewish War</i>	Josephus		
<i>Handbook</i>	Epictetus		
<i>City of God</i>	Augustine		
<i>Philosophy in the Middle Ages</i>	Hyman & Walsh, Ed.		
<i>Book of Divine Works</i>	Hildegard of Bingen		
<i>The Lais</i>	Marie de France		
<i>Mont-Ste.-Michel</i>			

THE SYLLABUS:

Weekend I : August 23-24

Eliade, *The Myth of the Eternal Return*

Inanna, *Queen of Heaven and Earth*

Gilgamesh

Hesiod, *Theogony*

The Jerusalem Bible: Genesis, Exodus (Ch. 19-24), Deuteronomy (Ch. 5-27)

Weekend II : September 13-14

The Poetry of Sappho

Homer, *The Iliad*

Aeschylus, *The Oresteia*

Weekend III : October 4-5

Herodotus Book I, Book II and Book III (to paragraph 66)

Thucydides Book I (all); Book II (to paragraph 65); Book V ("The Melian Dialogue" **ONLY**), Bk. III, "The Revolt of the Mytelians **ONLY**), Bk. VI ("The Recall of Alicibiades -#60-to end) Bk. VIII ("The Oligarchic Coup" **ONLY**)

Plato, *Republic*

Weekend IV : October 25-26

Aristotle, *On the Heavens* (Xerox)

Ptolemy, *The Almagest* Book I #1-8; Book V #11-16; Book IX #1-3, 5-6; Appendix A.

Kuhn, *The Copernican Revolution*, Chapters 1-3

Aristotle, *Nichomachean Ethics*, Books I-VI, VIII & IX

Weekend V : November 15-16

Epictetus, *The Handbook*

Vergil, *The Aeneid*

Josephus, *The Jewish Wars* (selections tba)

The Jerusalem Bible: Gospel of Mark, Acts, Revelation

Weekend VI : December 6-7

Philosophy in the Middle Ages

Boethius, "How Substances can be Good..." (pp. 128-132)

Anselm, "Proslogion" and "Replies" (pp. 149-152)

Algazali, "Deliverance from Error" (pp.267-283)

Maimonides, "Guide to the Perplexed" (pp. 390-419)

Roger Bacon, "The Opus Magnus" (pp. 480-488)

Aquinas, "Summa Theologica" (pp. 508-564)

Augustine, *City of God*, Books I, IV, VIII, IX, X, XI, XII, XIV XIX, XXII

Weekend VII : December 20-21

Hildegard of Bingen, *An Anthology* (selections)

Marie de France, *Lais*

Dante, *Inferno*

Adams, *Mont-Ste.-Michel & Chartres* (Ch. 1 and 3 through 8)