

General Studies Program
The Colorado College
Spring 2006 - Blocks 5 and 6

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General Studies 101

FREEDOM & AUTHORITY

125 Palmer Hall

Program History

Freedom and Authority, the longest standing interdisciplinary course at Colorado College, began as a program designed to help students develop an intellectual framework for understanding what it means to be an individual *and* a member of larger groups – social, cultural, and political – in contemporary liberal societies. The earliest versions of Freedom and Authority were inspired by the problems of the 1950s:

- the ease with which people could be manipulated in an age of large-scale organization and mass media;
- the difficulty of finding meaning and direction in cultures both growing in affluence and diversity and losing touch with traditions; and
- the relative insignificance and passivity of modern individuals in the face of powerful state authorities.

In opposition to the brutal totalitarianisms of Soviet communism and European fascism, as well as to the “softer” totalitarianism of McCarthyite politics and market manipulation in the United States, Freedom and Authority courses sought to help students gain historical and philosophical perspective on the challenges and opportunities of contemporary life. At the same time, these courses encouraged students to engage the world on their own terms, rather than on terms imposed upon them.

Course Description

Today, the specters of communism and fascism have receded; however, contemporary late- or post-modern life in what are now globalizing market orders continues to make being an autonomous individual and an active and responsible citizen deeply problematic. This course seeks to provide students with critical historical, social, and cultural tools that may help them to understand and engage with such challenges.

The course will use texts of various genres to investigate problems of and conflicts between freedom and authority in a number of contexts, including personal, social, political, religious, and scientific-technical ones. These problems and conflicts will be examined thematically, with a significant emphasis on the history of the modern Western world and its predecessor cultures. The course consequently will fulfill the “Critical Perspectives: West in Time” requirement; however, it will neither approach Western traditions uncritically nor ignore non-Western ones entirely.

Block 5 will begin with a brief consideration of differing perspectives on freedom and authority and then turn to a study of ancient Greek beliefs and practices, with a focus on how the Athenian attempt to balance freedom and authority by means of democratic action may offer a useful critical perspective on modern society and government. The course then will examine the development of Western states and some problems Western forms of state authority have raised, particularly for non-Western peoples. Next, the course will turn to an examination of war, torture, and resistance.

Block 6 will continue our investigations, though in a somewhat different vein, examining society, the media, and gender dynamics. Specific information about block 6 will be given later in block 5.

Course Goals

The primary aim of the course will be to help students understand some key cultural, social, and political dilemmas of the present, in part by tracing this era's development from the past, and in part by examining closely competing evaluations of these problems. At the same time, the course will seek to identify intellectual and moral resources that make continuing criticism of thoughtless conformism possible and necessary. In addition, the course will introduce students to a variety of influential texts and arguments that, one hopes, students may find interesting on their own terms – whether as works of literature, treatises in philosophy, or studies in the social sciences.

The course will also seek to develop students' abilities to read, interpret, and respond to such complex texts. Refining and developing interpretations of the texts we read will be emphasized through a number of very short writing assignments, combined with discussion and presentations in class. Two 4-5 page papers and an oral midterm during Block 5 will aim to give students chances to develop and defend their own judgments about the problems the course will investigate. A longer research paper and a final longer reaction paper in Block 6 will encourage students to explore their judgements in more depth. As part of that research project, students will also work collaboratively on an annotated bibliography of readings relevant to their research. (Each student will write a part of the bibliography and be graded individually for their contributions.)

Course Requirements

Reading. This course will have a heavy yet quite rewarding reading list. Students will be expected to keep up with the reading throughout the block. Plan to spend a fair amount of time reading *before* attending class and, at times, re-reading after class. In general, texts are to be brought to our meetings so that they may be referred to in our discussions.

Course Meetings and Discussion. Most course meetings will consist largely of discussion. Individual students may be assigned to lead discussions or to take part in debates on particular topics periodically. Students should expect to attend class meetings consistently and punctually, and to discuss the subjects and texts under investigation in a civil manner. Performance in discussions will strongly influence the participation grade.

Writing. Students will write twelve two-page reaction papers, two somewhat longer essays (4-5 pages each), a significant research paper, and final longer reaction paper (4 pages). In addition, students will contribute to a collaboratively-produced annotated bibliography. The essays and the research paper are to be typed (i.e., word-processed), double-spaced, and annotated in accordance with accepted norms of scholarship (that is, with citations and notes). Detailed requirements for the reaction papers appear at the end of this syllabus. Unexcused late papers will be downgraded one step per hour tardy.

Examinations. At the end of Block 5, students will be given oral examinations in small groups, based on questions that they will be given ahead of time. It is possible that unannounced quizzes may be given on the readings from time to time if it appears some students are not keeping up with the readings.

Required Texts for Block Five

Paul Woodruff, *First Democracy: The Challenge of an Ancient Idea* (Oxford, 2005)
University of Chicago Readings in Western Civilization, Volume 1: The Greek Polis, ed. Arthur W. H. Adkins and Peter White (Chicago, 1986)
 Niccolò Machiavelli, *The Prince*, trans. David Wooten (Hackett Publishing, 1995)
 Cesare Beccaria, *On Crimes and Punishments*, trans. David Young (Hackett Publishing, 1986)
 Chinua Achebe, *Things Fall Apart* (Doubleday, 1958, 1994)
 Amin Maalouf, *In the Name of Identity: Violence and the Need to Belong* (Arcade Publishing, 2001)
 Anthony Swofford, *Jarhead: A Marine's Chronicle of the Gulf War and Other Battles* (Schribner, 2003)

Additional E-Reserve Readings (articles and selections, as noted on the calendar section of the syllabus)

BLOCK SIX

- George Orwell, "Shooting an Elephant" (1936), reprinted in *Shooting an Elephant and Other Essays* (Harcourt Brace, 1950). Now available at:
 <<http://whitewolf.newcastle.edu.au/words/authors/O/OrwellGeorge/essay/shootingelephant.html>>
- Allan Bloom, "Our Virtues," in *The Closing of the American Mind: How Higher Education Has Failed Democracy and Impoverished the Souls of Today's Students* (Simon & Schuster, 1989)
- Herbert Marcuse, "Repressive Tolerance," in Robert Paul Wolff, Barrington Moore, Jr., and Herbert Marcuse, *A Critique of Pure Tolerance* (Beacon Press, 1965)
- Sophocles, *Antigone* (c. 440 BC), trans. Ian Jospheton (2003, rev. 2005), now available at:
 <<http://www.mala.bc.ca/~johnstoi/sophocles/antigone.htm>>
- Thucydides. "Pericles' Funeral Oration," in *The Peloponnesian War*, now available at the World Civilizations Home Page, Washington State University (Richard Hooker, 1996, Updated 6-6-1999):
 <<http://www.wsu.edu:8080/~dee/GREECE/PERICLES.HTM>>
- Euripides, *Medea*, in *Ten Plays* (Bantam, 1972)
- Edward Friedman, "The Painful Gradualness of Democratization: Proceduralism as a Necessarily Discontinuous Revolution," in *Democracy and Its Limits: Lessons from Asia, Latin America, and the Middle East* (Notre Dame, 1999)
- Francis Fukuyama, "The End of History," in *The National Interest* (Summer 1989), now available at:
 <http://www.marion.ohio-state.edu/fac/vsteffel/web597/Fukuyama_history.pdf> and
 <<http://www.wesjones.com/eoh.htm#source>>
- Samuel Huntington, "The West: Unique, Not Universal," in *Foreign Affairs*, vol. 75, no. 6 (November-December 1996), pp. 28-46, now available at:
 <<http://0-search.epnet.com.tiger.coloradocollege.edu:80/login.aspx?direct=true&db=aph&an=9708190334>>
- William H. McNeill, *Keeping Together: Dance and Drill in Human History* (Harvard, 1995), chaps. 1 and 5, pp. 1-11, 101-150.
- Jean-Paul Sartre, "The Wall," in *Wall (Intimacy) and Other Stories* (New Directions, 1969), pp. 1-17, now available at: <<http://www.theory.com/existentialism/sartre/wall.html>>
- Elaine Scarry, "The Structure of Torture: The Conversion of Real Pain into the Fiction of Power," in *The Body in Pain: The Making and Unmaking of the World* (Oxford, 1985)
- Mark Danner, "Torture and Truth," in *The New York Review of Books*, vol. 51, no. 10 (10 June 2004), pp. 46-50, now available at: <http://www.markdanner.com/nyreview/061004_Torture_Truth.htm>
- Joseph Lelyveld, "Interrogating Ourselves," in *The New York Times* (12 June 2005), p. 36, now available on the LexisNexis Academic database on the Library's website
- Jess Bravin, "Prisoner Rights and International Law: Japanese and American Responsibility from World War II to Guantanamo," *The Wall Street Journal* (April 7, 2005), now available at:
 <<http://japanfocus.org/article.asp?id=277>>
- Mohandas K. Gandhi, *An Autobiography: The Story of My Experiments with Truth*, trans. Mahadev Desai (Beacon, 1957), pp. 109-113, 202-214, 454-471
- Richard G. Fox, "World-System Laboratory," in *Gandhian Utopia* (California, 1989), pp. 84-104

Other supplemental readings may also be assigned as the blocks unfold. All additional and supplemental readings will be available as electronic reserve readings and, where possible, as regular reserve readings.

E-Reserves

The password for the website for this course's E-Reserve readings is *fanda* – as in F & A (Freedom and Authority). The site may be accessed directly by going to:

<http://coloradocollege.docutek.com/eres/coursepage.aspx?cid=243>

Grading and Attendance Policies

Grades will be assigned on an 100-point scale and weighted in the following manner (note that weights for block 6 are tentative):

1. First paper draft	1%
2. First paper (4-5 pages)	10%
3. Second Paper (4-5 pages)	11%
4. Group Oral Midterm Examination	5%
5. Précis Presentation	1%
6. Annotated Bibliography	3%
7. Research paper draft	1%
8. Research paper (7-10 pages)	20%
9. Twelve reaction papers (2 pages each)	24%
10. Final reaction paper (4 pages)	4%
11. Participation	<u>20%</u>
TOTAL:	100%

The reaction papers will be graded minimally: plus, check, minus, zero. For more detail on this requirement, see the last page of this syllabus.

Regular, timely attendance and active participation in discussion are essential parts of the course – worth 20% of your final grade. Unexcused absences and regular tardiness will be noted and will affect grades negatively. If you have a good reason to be absent or late, notify the instructors as soon as possible. Be sure to write a note (so that we remember!), as well as to speak to us.

The schedule of assignments appears above and below. You will be expected to meet all of these deadlines. Exceptions will be made only in extreme and unavoidable circumstances. If you expect to submit a paper late, contact the instructors immediately. Either see us in my office, or give us a note or an e-mail message explaining your circumstances. If religious observances or other serious obligations conflict with the course schedule, let us know as soon as possible, and we can work out an alternate schedule for you.

Plan to attend class for the whole period, focusing on coursework throughout. If you have a good reason for arriving late or leaving early, please notify the instructors in advance. ***As a courtesy to all, please turn off pagers and telephones while in class.***

Honor Code

Students will be expected to abide by the Honor Code. Among other things, the Honor Code specifies that you will be responsible for producing all of your own work and that you will always cite the works or ideas of others used in your work. However, discussing your ideas and your writing with others is *not* a violation of the Honor Code. In fact, it is a good idea to compare your ideas and writings with those of others and to ask others for criticisms of your work. And using other people's ideas can also be a good idea – ***if*** their ideas are good ***and*** you credit the authors for developing the ideas.

Disability Accommodations

If you believe you are eligible for learning accommodations as the result of a qualified disability, please contact the instructors privately. If you believe you may have a disability that impacts learning, and you have not self-identified to the College's Disabilities Services Office, please do so immediately. You will find their office in the Colket Student Learning Center at Tutt Library. You may also contact the College's learning consultant, Dr. Bill Dove, at the Learning Center or directly at extension 6168. We will make appropriate learning accommodations in accordance with the Disabilities Service Office's instructions.

Office Hours/Communication

Dennis will hold office hours on Tuesdays and Thursdays, 1:30-3 p.m. He is also generally in his office (132 Armstrong) in the afternoon. The easiest way to meet with him would be to make an appointment after class, or contact him via e-mail (dmccennerney@coloradocollege.edu). He can also be reached at his office phone (extension 6564).

Jim will hold office hours on Mondays and Fridays, 12:00-1:30 p.m. The easiest way to meet with him would be to make an appointment after class, or contact him via e-mail (jmatson@coloradocollege.edu). He can also be reached at his cell phone (719-460-4207).

Student FYE Mentors

Kathleen Denny will serve as the course's primary FYE Student Mentor for the class. She will make arrangements for office hours after the block begins. She can be contacted at:

Kathleen Denny <k_denny@coloradocollege.edu>
Cell phone: (719) 310-7816

Michael Fowler will also serve as FYE Student Mentor for this class, supplementing Kathleen's work. He also will make arrangements for office hours after the block begins. He can be contacted at:

Michael Anthony Fowler <m_fowler@coloradocollege.edu>
InterFaith House, 1004 N Weber
(719) 231-3548

Kathleen and Michael will hold mentor sessions, study group meetings, and informal gatherings over the course of the two blocks. These sessions will not be part of the formal class and so will not count toward the participation grade. However, participating in these sessions and events is likely to make the overall course experience more enjoyable, and it probably will help students master the formal coursework better.

Note that this entire syllabus is subject to change at the discretion of the instructors.

SCHEDULE OF MEETINGS, TOPICS, AND ASSIGNMENTS

Note: All assignments are to be completed *before* class.
Class will meet from 9:20 a.m. to 11:45 a.m., with a 15-minute break, unless otherwise noted
* Indicates electronic reserve reading.

PRELIMINARY ORIENTATION ACTIVITIES

Sunday, 14 January New Student Orientation Meetings
 - Brunch & Keynote Address (11 AM-12:30 PM, Bemis Great Hall).
 - Small Group Discussions of *American Smooth* (12:30-2:30 PM, Tutt Science Center).
ORWELL READING FOR 23 JAN. DISTRIBUTED.

BLOCK 5: 23 JANUARY – 15 FEBRUARY

I. Some Problems of Freedom and Authority

Monday, 23 January Introductions
 a. Introductions and Review of Syllabus.
 b. *Orwell, "Shooting an Elephant," pp. 1-7.

Tuesday, 24 January Conservative & Radical Perspectives on Contemporary Values
 a. *Bloom, "Our Virtues," pp. 25-43.
 b. *Marcuse, "Repressive Tolerance," pp. 81-117.
FIRST PAPER TOPICS DISTRIBUTED IN CLASS
Afternoon: Library tour with Krystyna Mrozek, Interdisciplinary Programs Librarian, followed by an introduction to the Writing Center (1:15-2:30 PM). Meet in the Tutt Library lobby.

II. Balancing Freedom and Authority – Ancient Greek Perspectives

Wednesday, 25 January Conflicts of Tradition & the Promise of Athenian Democracy
 a. *Sophocles, *Antigone*, pp. 1-62.
 b. Woodruff, *First Democracy*, pp. 3-80.

Thursday, 26 January Free Thinking and the Demands of Democratic Order
 a. *Thucydides, "Pericles' Funeral Oration," in *Peloponnesian War*, pp. 1-6; and Woodruff, *First Democracy*, pp. 81-144.
 b. Plato, *The Apology*, in *Chicago Readings*, pp. 183-205.

- Friday, 27 January Obligations: Promoted or Destroyed by Freedom?
 a. Old Oligarch, *Athenian Constitution*, in *Chicago Readings*, pp. 48-56; and Aristophanes, *The Wasps*, in *Chicago Readings*, pp. 58-157.
 b. Plato, *Crito*, in *Chicago Readings*, pp. 206-16.
- Monday, 30 January Freedom, Authority, and Others: A Possible Marriage?
 Class Meets 10AM-2:30 PM
 in Manitou Springs
 a. *Euripides, *Medea*, pp. 31-63; Woodruff, *First Democracy*, pp. 171-262.
 b. *Friedman, "The Painful Gradualness of Democratization," pp. 321-339.
 Afternoon: Paper Workshop/Small Group Discussions (1-2:30 PM)
FIRST PAPER DRAFTS DUE – BRING 5 COPIES

III. Building Authority: Perspectives on State and Society in the West

- Tuesday, 31 January The Logic of Modern States – Liberating or Imprisoning?
 a. Machiavelli, *The Prince*, pp. 1-38.
 b. Machiavelli, *The Prince*, pp. 38-80.
AFTERNOON PAPER DRAFT MEETINGS
- Wednesday, 1 February The Enlightened Social Contract, Law, and Punishment
 a. Beccaria, *On Crimes and Punishments*, pp. 3-52.
 b. Beccaria, *On Crimes and Punishments*, pp. 53-99.
AFTERNOON PAPER DRAFT MEETINGS
- Thursday, 2 February Reading and Writing Day
 a. No class meeting. Finish papers.
 b. Start reading Achebe.
REVISED FIRST PAPERS DUE AT NOON
- Friday, 3 February Beyond Contract, Beyond Law: Crisis of Colonization
 a. Achebe, *Things Fall Apart*, Part 1, pp. 3-125.
 b. Achebe, *Things Fall Apart*, Parts 2-3, pp. 129-209.
SECOND PAPER TOPICS DISTRIBUTED
- Monday, 6 February Western Missions?
 Leave for BACA 9 AM
 a. *Fukuyama, "The End of History," pp. TBA.
 b. *Huntington, "The West: Unique, Not Universal," pp. TBA.
 c. *McNeill, *Keeping Together*, pp. 1-11, 101-150.
 Evening Film: "The Fog of War"
- Tuesday, 7 February Identity and Hybridity
 a. Maalouf, *In the Name of Identity*, pp. 1-83.
 b. Maalouf, *In the Name of Identity*, pp. 87-164.
 Evening Film: "The Battle of Algiers"

IV. Torture, War, Resistance, and Freedom

- Wednesday, 8 February Human Objects (1): Power over People?
 a. *Sartre, "The Wall," pp. TBA.
 b. *Scarry, "The Structure of Torture," pp. 27-59.
- Thursday, 9 February Human Objects (2): Honor versus Humanity?
 Return from BACA at noon a. Anthony Swofford, *Jarhead*, pp. 1-131.
 b. Anthony Swofford, *Jarhead*, pp. 133-257.
- Friday, 10 February Writing Day
 No class meeting.
SECOND PAPER DUE AT 6 PM
BLOCK 1 MIDTERM QUESTIONS DISTRIBUTED
- Monday, 13 February The Torture Question
 a. *Mark Danner, "Torture and Truth," pp. TBA.
 b. *Joseph Lelyveld, "Interrogating Ourselves," pp. TBA.
 c. *Jess Bravin, "Prisoner Rights and International Law,"
 pp. TBA.
BLOCK 2 RESEARCH PAPER TOPIC DISTRIBUTED
Afternoon: Frontline video, "The Torture Question."
- Tuesday, 14 February Resistance and Freedom
 a. *Gandhi, *Autobiography*, pp. 109-113, 202-214, 454-471.
 b. *Richard G. Fox, "World-System Laboratory," pp. 84-104.
- Wednesday, 15 February Group Oral Midterm Examinations
 One-hour group oral examinations.

BLOCK 6: 20 FEBRUARY – 15 MARCH

You will be given a new syllabus for the block 6 continuation of this course, which will be taught by Tonja Olive and Dennis McEnnerney. The specific readings and assignments are still being worked out. However, in block 6, you can expect to continue writing reaction papers regularly, to prepare an annotated bibliography, and to write one longer research paper, which will be written in stages over the course of the term. It is possible that there may be a final examination of some sort, in addition.

Two-Page Summary and Reaction Statements

Over the course of the two blocks, students will write at least twelve short, informal summary-and-reaction statements. These pieces should be divided into two parts:

- a) stating in summary form what strikes you as the most significant or interesting point (or two points) made in the assigned text or texts ($\frac{1}{2}$ – 1 page); and
- b) explaining your reaction to that aspect of the reading (1 – 1 $\frac{1}{2}$ pages).

These statements should be the equivalent of 1 $\frac{1}{2}$ - 2 word-processed, double-spaced pages – so about 375-525 words long. The format is informal: your statement should list your name, the date, the assignment (the authors, titles, and chapters/pages discussed), and your own title at the top. You should divide the statement into two parts, one summarizing the reading's most important point or points and the other giving your reaction to the reading. You need neither quote nor cite the text, though you can, if you think it important to do so. The statements should be written in clear, Standard English prose. The style may be informal.

As you write, don't try to summarize *all* the points made in the reading. Focus on one or two points that seem highly significant *to you*. This point or these points ought to have led you to think about something that seems important, significant, or meaningful. This point or these points need not be central to the reading, although in most cases we expect they will be. You may well write about some minor aside that an author makes, if that aside has led you to begin thinking. Just be sure to explain clearly and accurately what the authors say when you claim the authors argue something. Also, explain your reaction, your interest, your thought process. When we say, "explain," we don't mean saying that something is "interesting" or it has "made you think." Instead, identify what *in particular* strikes you as interesting, or what *specific problems or ideas* the reading raised for you, and then give the reader some sense of why any of these ideas seem important or significant to you. What has led you to react in the way you have?

This assignment is meant to be focused both on the reading and on your thoughts insofar as they relate to the readings. For the second half of the papers, you may explain why the authors' claims seem to you wrong-headed, or really cogent; why they excite or repel you; why they have made you think of something in a new way, or why they seem to point to a dead end. You may explain why the piece seems really bad or really good to you. This assignment lets you think aloud, as it were. However, the first part of the paper should accurately summarize what the author says.

The assignment also, we hope, will further four other aims. First, it will give you a chance to work on mastering the readings, as well as to demonstrate to us that you have done the reading. If there are parts of the readings that you don't understand, then write about the problems you have in seeing the author's points. We'll try to address those problems, either directly, by commenting on your paper, or indirectly, in class. Second, these assignments are designed to give you some easy practice in writing clearly and coherently. The more you learn to clarify your thoughts on paper, the better off you will be as a writer and student. Third, your comments may provide food for thought for you and your fellow students in class discussion and when you prepare to write more formal essays.

These papers will be graded minimally: plus, check, check/minus, minus, zero. We may add no or only a few comments.

- Plus: a) the paper clearly and coherently develops an idea; b) it also accurately and fully summarizes what the readings say; and c) it convincingly and clearly shows why this point or line of thought is significant to you.
- Check: the paper is a serious effort that contains a reasonably accurate summary and a serious reaction.
- Minus: the paper is just thrown together, it lacks careful thought, or it is wildly inaccurate about the reading,

Pluses will earn extra credit (**2.5%**), with checks gaining full credit (**2%**), check/minus (**1.5%**) and minuses (**1%**) partial credit. We give pluses very rarely. A check is the equivalent of an “A+” already for 2% of your final grade.

There are 28 readings assigned in block 5, after the Orwell selection. You must write reaction papers on six of the readings during block 5, but you may write on additional authors — in which case only the six best grades will be counted for the final grade. During block 6, you will write an additional six reaction papers.

No late papers will be accepted. Finally, all papers will be e-mailed not only to us, but also to the entire class, for use in our discussions. When at BACA, we will make other arrangements for distribution of the reaction papers.

Note: Reaction papers must come from across the term. There must be at least *two* from each of the three lists following; however, you can only write on Woodruff once.

1. Bloom, Marcuse, Sophocles, Woodruff (1/25), Thucydides, Woodruff (1/26), Plato (*Apology*), Old Oligarch, Aristophanes, Plato (*Crito*), Euripides, Woodruff (1/30)
2. Friedman, Machiavelli, Beccaria, Achebe, Fukuyama, Huntington, McNeill, Maalouf
3. Sartre, Scarry, Swofford, Danner, Lelyveld, Bravin, Gandhi, Fox