

MLS 610 Stephen Ruzicka
The Passion of the Western Mind
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Books Required

Plato, *The Last Days of Socrates*, Penguin

Plato, *Timaeus and Critias*, Penguin

Dante, *Divine Comedy* (Dorothy Sayers translation), 3 vols., Penguin

Descartes, *Discourse on Method and Meditations on First Philosophy* (Donald Cress translation), Hackett Publishing

Wordsworth, *Selected Poetry*, Modern Library (Random House)

Dewey, J., *Dewey on Education*, Teachers College Press

Tarnas, R. *The Passion of the Western Mind*

If you purchase texts elsewhere than the UNCG Bookstore, be careful to get the correct editions. There are numerous different translations and editions of all of the above works (except Tarnas). Having everyone use the same text means everyone can refer to the same pages for specific passages.

Assigned readings not found in these texts will be found at linked websites or Jackson Library electronic reserve,

General Instructions

This syllabus contains a schedule of class topics and readings and a list of writing assignments. Check the writing assignments first and see if a number there corresponds to the number of the topics/readings you are about to begin. If it does (e.g., if you are starting unit 3 and you find the number 3 next to a writing assignment), do the writing assignment first—before you do any readings or view the class on DVD. Send the writing assignment to me via email attachment. I will respond to it and convey my comments via email.

Schedule of Readings and Discussion

Do the Tarnas readings, if assigned, first, then the primary source readings. Keep track of questions and concerns and submit to me 2 questions or comments for each unit. It will be helpful for everyone to see these questions and the responses, so use the “reply all” email option if practical. Otherwise, if more practical, I will disseminate questions and my responses to everyone via the listserv.

1. Introduction
2. Tarnas, 1-40; Plato, *Phaedo* (in *Last Days of Socrates*)
3. Tarnas, 48-54; Plato, *Timaeus*
4. Plato, *Laws*, Book VII (weblink: <http://classics.mit.edu/Plato/laws.7.vii.html>); *Republic*, Book VII (weblink: <http://classics.mit.edu/Plato/republic.7.vi.html>)
5. Isocrates, *Antidosis* (weblink: <http://classics.mit.edu/Isocrates/isoc.15.html>); Cicero, *On the Orator*, Book 1, chaps. 1-21 (electronic reserve—go to UNCG Library website, click on “Reserves” link, type in class name and number, Cicero); Quintilian, *Education of an Orator* (weblink: <http://www.fordham.edu/halsall/ancient/quintilian-education.html>); Seneca, *Epistle 88* (website: http://www.stoics.com/seneca_epistles_book_2.html#%E2%80%98LXXXVIII1)
6. Tarnas, 91-161; Augustine, *De ordine (Divine Providence and the Problem of Evil)* (electronic reserve—UNCG Library website)
7. Medieval Education and Learning (class lecture); Tarnas, 171-196; Dante, *Inferno*, Cantos 1-12, 1-34; *Purgatory*, Cantos 1-4, 9-13, 15-18, 25-33; *Paradise*, Cantos 1-14, 21-33
8. More Dante
9. Tarnas, 209-232; Alberti, *On the Family* (electronic reserve—UNCG Library website); Vergerius, *De ingenuis moribus* (weblink:

- <http://www.fordham.edu/halsall/source/vergerius.html>); Elyot, *The Book Named the Governor*, Book 1 (weblink: <http://www.hti.umich.edu/cgi/p/pd-modeng/pd-modeng-idx?type=header&idno=ElyotGover>, or just search under “the book named the governor”—you will get this website as one of the hits)
10. Tarnas, 248-290; Descartes, *Discourse on Method; Meditations on First Philosophy*
 11. Tarnas, 366-378; Wordsworth, “An Evening Walk”; “Lines composed above Tintern Abbey”; “Prelude”, Books 2-6; “Ode. Intimations of Immortality From Recollections of Early Childhood” (all in *Selected Poetry*)
 12. Dewey, “The School and Society” and “The Child and Curriculum” (in *Dewey on Education*)
 13. Tarnas, 378-394; Sartre, *Existentialism* (weblink: <http://www.marxists.org/reference/archive/sartre/works/exist/sartre.htm>)
 14. Tarnas, 395-445

Paper Assignments

These paper assignments do not require and should not involve research. They are meant to compel students to collect and examine their thoughts on a number of topics relevant to issues we will look at in connection with the readings during the course. Unless otherwise directed, students should aim at 3-5 pages double-spaced (750-1000 words) per paper. The numbers correspond to the numbers designating successive class assignments in the class schedule. Do the paper assignment before any assigned readings.

2. Discuss your idea of the soul. Is there such a thing? What does it do? What happens to it?
3. Write a history of the world (meaning human history or at least mostly) off the top of your head (meaning don't look at any reference books). (1000 words minimum)
4. What are values and where do we find them or get them?
5. Discuss what you think college students should learn and explain why.
9. Do you think the world has a soul? Do you think the world has a purpose? Discuss your responses. (You may treat "world" as cosmos—the whole universe or just the earthly world.)
12. Discuss the extent to which you think we create ourselves and the extent to which we are created by others and by circumstances.
14. Discuss what you have learned in this course. Does what you have learned have any personal and/or professional significance for you? (1000 words)