

FYS 010/Reacting to the Past
Robertson
Fall, 2018

The Power of Tradition, The Forces of Change: ATHENS (403 B.C.E.) and ENGLAND (1529)

Aims of the Course:

First year seminar courses are designed to help students work intensively on both reading and writing through sustained critical inquiry. This particular course also includes significant experience in extemporaneous speaking. The specific subject for this course, “tradition and change” focuses on the struggles of countries/cultures as they try to preserve the customs and policies that have “worked” in the past even as they are confronted with economic, social, and political change. We will examine this subject by engaging in extensive role-playing games; you will assume the roles of important political figures and factions in Athens and in England and will use writing and speaking to persuade other students to agree with your position. I will also ask you to do some reflective and analytical writing to explore the philosophical and political roots of the cultures we are examining from your own modern perspective.

Below is the course description published in the FYS roster of courses:

FYS 010: The Power of Tradition, The Forces of Change: Athens (403 B.C.E.), England (1529)

This course examines the crisis in leadership in two different cultures, Athens in 403 B.C.E. and England in 1529. Students will read and discuss how each culture attempted to preserve unity, sovereignty, and authority despite being faced with changing views of social, economic and religious justice. We will consider questions such as the following: What are the sources of power for a Tyrant, or a King, or an Assembly? What constraints exist on that power? How are the demands of the community (political, religious, or class) balanced with a growing sense of individual liberty? What tensions exist because of differences in wealth and status and attitudes toward economic inequality?

Most class sessions are conducted, not through lecture or teacher-led discussion, but through an elaborate role-playing pedagogy, “**Reacting to the Past,**” which seeks to introduce students to major ideas and texts by replicating the historical context in which those ideas acquired significance. Students read classic texts, set in particular moments of intellectual and social foment, and discuss them through the roles they are assigned.

Athens on the Threshold of Democracy, 403 B.C.E. introduces students to the power of an Assembly of 6000 citizens expressed (or contested?) by the ingenious subtlety of Socratic thought. The game unfolds amidst the confusion, yet hopefulness of Athenian democracy after the expulsion of the brutal Spartan regime, the fearsome Thirty Tyrants. *Henry VIII and the Reformation Parliament* takes up the King’s “great matter” (his desire to divorce Catherine of Aragon) during the tumultuous years 1529-1536 when Thomas More has just been named Lord Chancellor after the dismissal of Cardinal Wolsey, and Thomas Cromwell conspires to lead the King’s party (possibly?) to suit his own ends. Four

**The Power of Tradition, The Forces of Change: Athens (403 B.C.E.) and England
(1529)**

Tentative Reading Schedule for Athens and Henry VIII Games : Subject to Change

One of the difficulties with the “Reacting to the Past” pedagogy is that students must do a great deal of “up front” reading before they are ready to start the game. Thus the reading assignments may seem heavy to you at first. However, things begin to even out once the game starts. At that point, you will be *rereading* in order to support and affirm your position as well as doing further research. But it is important to have some background and awareness of the issues ahead of time. In the three to four weeks before we actually start playing the first game, I would like you to read Plato’s *The Republic*, possibly some excerpts from the *Iliad*, and Aristophanes, *The Clouds*, and, of course, the game book, *The Threshold of Democracy: Athens in 403 B.C.E.* The sooner you do the reading, the better. The schedule below gives you some idea of what we will take up in class. **It is tentative and may change based on class response.** This is only the schedule for readings. I will hand out writing assignments separately. Except for reflective game papers, these writings are fuller, documented, written versions of speeches and arguments you make in the assembly or the parliament. Typically, you will have a week to complete a writing assignment, unless it is a quick response to a discussion question.

8/27—Introduction to the class; Read the Course Game Book (pp.2-53) and the introduction to Plato’s *Republic*, pp. xi-xxxix.

8/29—Parts I-III of Plato’s *Republic*; pp. 3-111 (or pp. 95-171, Game Book.)

9/3—No Class: Labor Day

9/5—Library Tour: meet in Cowles Library: read 55-87 in the Game Book. Parts IV-VI, Plato’s *Republic*, pp. 112-188 (See also pp 171-199, Game Book. This does not include Book VI).

9/10—Discussion of Plato’s *Republic* cont. Game Book, pp.89-94: Pericles, “Funeral Oration”

9/12—Quiz on Plato: Selections from Aristophanes, *The Clouds* and/or the *Iliad*: Faction Meetings.

9/17—First session of the Assembly: See Game Book for readings, and review readings

9/19— Second session of the Athens Assembly: Game book agendas are not binding.

9/24— Third session of the Athens Assembly

9/26—Fourth session of the Athens Assembly

10/1—Fifth session of the Athens Assembly

10/3—Sixth Session of the Athens Assembly

10/8—Post-mortem: history vs the game

10/10—Post-mortem; history vs the game; Tradition and Change: Athens Final Papers

10/15-16—MIDTERM BREAK : (MON AND TUES)

10/17—Henry VIII: Game Book; Martin Luther, *Address to the Christian Nobility of the German Nation, The Babylonian Captivity of the Church, Concerning Christian Liberty.*

NOTE: If the ATHENS game ends sooner than the midpoint of the semester, you will begin your Henry VIII reading earlier—once the ATHENS game ends.

10/19—FRIDAY: MIDPOINT OF SEMESTER

Begin Reading over Midterm Break:

- 1) Read the game book: *Henry the VIII and the Reformation Parliament* Introduction: Historical Fiction; Background: Political and Intellectual History
- 2) Read Marsilius of Padua, “Defender of the Peace”
- 3) Read Thomas More, *Utopia*
- 4) Read J. Patrick Coby, *Cromwell*
- 5) If we can find a time, we will view the film “Anne of a Thousand Days” together as a class—not during class but one evening.

10/22—Game Book, Machiavelli, *The Prince*; Erasmus, *The Education of a Christian Prince*, “Dedication” (1-4), “Upbringing” (4-24, 37-38, 50-51), “Flatterers” (54-65), “Arts of Peace” (65-73), “Treaties” (93-95), “War” (102-110)

10/24— Thomas More, *Utopia*, Books I and II

10/29—History and Background Quiz; *Utopia*, cont. Character Introductions, Patron/client interviews/Faction Meetings.

10/31—Parliamentary Session 1: [November, 1529]

11/5— Parliamentary Session 2: (January-March 1531)

11/7— Parliamentary Session 3: (January-May 1532)

11/12— Parliamentary Session 4: (April 1533)

11/14— Parliamentary Session 5: (January-March 1534)

11/19—Parliamentary Session 6: (November 1534)

11/21—WEDNESDAY: THANKSGIVING HOLIDAY

11/26—Parliamentary Session 7 (February-April 1536)

11/28—Special Session (May 1536)

12/3—Special Session (May 1536 continued)

12/5—Post-Mortem, history vs the game

FINAL EXAM PERIOD: Wednesday, Dec. 12: 9:30-11:30 (if needed)

ideas/issues clash and contend for dominance within the Reformation Parliament: medieval Catholicism, Lutheranism, Renaissance Humanism, and Machiavellian statecraft. Students prepare for their roles by reading works representative of all traditions and by writing persuasively about the major issues and perspectives, both in role and out of role.

NB: This course requires extensive writing, reading, and extemporaneous speaking. It also requires perfect, or nearly perfect attendance. If you miss a game session, you affect not only yourself but also your faction, Your absence might allow an unjust execution, the passage of a damaging bill, the take-over by a tyrant. So—if you take the course, plan to work hard, to be present, and, I hope, to become deeply engaged in historical and intellectual concerns, the echoes of which still affect our political and social lives today.

Let me add: I believe that in addition to reading specific classic texts and learning about the issues these two cultures faced at a specific historical time, students will come to understand that key questions such as these have multiple and complex human perspectives. Easy compromise is not always possible. Not all groups will always be satisfied.

Class sessions and assignments.

Though I have designed this class to suit Drake University students, and have included materials and assignments of my own, the main game materials were designed by faculty at Barnard College in New York with support from the U.S. Department of Education and the Fund for the Improvement of Post-Secondary Education. Drake University is joining with Barnard in the continuing development of these materials. Occasionally in the student packets, you will find references to Barnard resources, other Barnard Reacting games, and a class schedule used for their courses. When appropriate I will indicate to you the equivalent Drake resources, and you should follow the schedule of classes and assignments as given in class. I may adjust the schedule and/or assignments as necessary during the course depending on your needs and abilities. Because the “Reacting to the Past” is a continuing research and scholarly project, Drake and Barnard faculty are interested in your reactions to various aspects of the game and in your written work. I may ask you to fill out anonymous evaluative surveys once or twice during the course. Later in the term, I may also ask your formal permission to copy the papers you have written to use as educational materials or for research for other faculty. Any work used for purposes outside the class will have all identifying information removed. Even so, should this make you uncomfortable, you may choose not to have your work used.

Writing:

As you may know, all the first-year seminars are writing intensive courses. Much of your work, therefore, will take place through writing. There will be two "strands" of writing in the course: writings that aid the development of your position during the playing of the games and writings “out of role” that allow you to reflect on your work, the historical period we are working with, the challenges that the society and individuals faced in their attempts re-form their societies. I’m hoping that these writings will help you to:

- *Improve your ability—oral and written— to present reasoned, complex arguments and analyses.*
- *Develop your critical thinking abilities* as you contend with the basic issues of tradition and change as policies are developed for two societies each at a point of crisis.
- *Become more aware of human rights, social justice, and other moral issues* that affect individuals of all cultures
- *Reflect upon what it means to be a responsible citizen* even in cultures where speaking out involves great risk
- *Develop some familiarity with global cultural diversity* by identifying both distinct and universal elements of human culture at the social, political, and economic levels.

Strand One: Position Papers

For both the Athens game and the Henry VIII game, you will write at least 2 “position papers” in role—that is, in the voice of the character you are playing in the game. These papers will discuss various issues facing the Athens Assembly/or the English Reformation Parliament, and must support the position you occupy (e.g. a Socratic, a Solonian Aristocrat, a Cromwell supporter, a Bishop in the traditional church, etc.). These need to be thoughtful presentations of the specific issue at hand, using the sources available to you in both the course materials and the library. Your papers should be emailed or posted on blackboard as appropriate or in some cases, be given to the instructor as hard copy. Be sure to cite all your sources fully. I will give further guidelines for these papers as needed. In some cases, your specific roles will give further instructions. You may also get individual help from me and from the Writing Workshop in the actual writing of the paper..

Strand Two: Reflective Writings

In these writings, you step out of your assigned role and work through the issues you are learning about both in your own terms and in light of events, readings, thinking subsequent to the historical events under consideration. The purpose for such writing is different than the “games” writing: in the position writings, you are in the thick of things, so to speak. You are attempting to persuade others that your point of view is right and just, and that following it will benefit Athens/England and will ensure the proper regulation of the city-state (Athens), or the establishment of proper reformation (or anti-reformation) principles (England). If your writing and your arguments are effective, you may prevent an unjust tax or an execution. Or you may avert the division of a nation. The reflective writings, on the other hand, give you a chance to work through the complexity of the situation and work out your own present-day thinking. Though in some sense, all writing could be said to be “persuasive”—that is, you want your reader to adopt or at least be sympathetic with your point of view—your main job in the reflective writing is not to convince a reader to adopt a particular policy or doctrine, but rather to uncover the difficulties and contradictions within the situation or issue, and therefore promote a fuller understanding. Thus, these writings will draw on the knowledge and research you have done in earlier writings, but will require you to look more fully at both

sides of the issue. In some cases, you will be asked to look at later critical accounts of the subject or later understandings of the philosophers whose work you are using. You will be asked to confront differing points of view as you forge a claim of your own.

Required readings:

J. Patrick Colby, *Thomas Cromwell: Machiavellian Statecraft and the English Reformation* (Plymouth: Lexington Books, 2009)

Thomas More, *Utopia*, Norton Critical Edition, 3rd Edition (New York: Norton, 2011)

Desiderius Erasmus, *The Education of a Christian Prince*, ed. Lisa Jardine (Cambridge: Cambridge University Press, 1997)

And most important for certain students in the Henry VIII game:

Niccolo Machiavelli, *Selected Political Writings*, (Indianapolis: Hackett, 1994)
(contains the complete *Prince* and selections from *Discourses on Livy*)

Martin Luther, *Three Treatises*, (Philadelphia: Fortress Press, 1970) contains the complete texts of the *Address to the Christian Nobility*, the *Babylonian Captivity*, and *Christian Liberty*.

TWO Student Packets: Mark Carnes, Josiah Ober, Naomi J. Norman. *Athens on the Threshold of Democracy, 403 BCE. Edition 4* (New York: W.W. Norton, 2015)

and J. Patrick Coby. *Henry the VIII and the Reformation Parliament*. (New York: W.W.Norton, 2013)

Note: these last two are the “Game Books” and are crucial. You cannot do without them. You need the Norton editions listed above and not the original Longman publications.

Course requirements, attendance and participation:

Students should read all materials in timely fashion and complete all written work for each of the two games. Students must participate actively in the presentations, debates, and discussions. You have some latitude in how and when you fulfill these requirements; however, this independence and flexibility should not be mistaken for laxity. This course is demanding. Students who fall behind in the reading, writing assignments, and class presentations will find themselves lost in the games and in the course. Attendance is mandatory. Not only will you lose valuable participation points if you miss a key debate, you will also hurt the group or faction to which you are assigned.

Grading for each game will be based 2/3 on writing and 1/3 on class participation. In addition, there will be preliminary quizzes or writings for each game and reflective writings after games. Points will be distributed thus:

Athens Game: 100 points total

Historical background Quiz – 10 points

Two 3-4 page position papers, presenting arguments on governance, philosophical or social issues, depending on role-- 30 points each

Participation (in-class presentations, debates, leading the assembly, and email or blackboard discussions) – 30 points (1/3 grade bonus in participation grade for winning victory bonus, i.e. a B grade will become a B+ grade)

Henry VIII Game: 100 points total

Historical background Quiz – 20 points

Two 4-5 page position papers (or the equivalent, depending on role) arguing on constitutional issues. 25 points each

Participation (in-class presentations, debate, and email discussions) – 30 points (1/3 grade bonus for winning victory bonus, i.e. a B grade will become a B+ grade)

Reflective papers: After the end of each game, each of you will compose and revise a reflective paper about an issue or issues that your role in the game allows you to comment on fully. Detailed instructions will be given for these papers. If possible, we will use one or more of these in class discussion.

FINAL GRADE: Your final grade for the course will be figured as follows:

Athens Game Grade: 35%

Henry VII Game Grade: 35%

Reflective Papers: 30%

Total 100%

IMPORTANT NOTE: ATTENDANCE AND COMPLETION OF ALL WORK

In order to receive a grade for this course, **YOU MUST COMPLETE ALL WORK.** That is, you cannot miss any papers or tests. If you do, you will receive an “F” for the course. This is true for all writing courses I teach. Not to complete the writing is not to take the course, as far as I am concerned. In addition, all papers must be completed in a timely fashion. It will do you no good to hand in an Athens paper if we have already moved on to England.

In regard to attendance, as I have noted above, your presence is crucial for the games especially. You will let down your side and skew the debates if you are absent. Excessive absence affects your final grade. Again, this is a requirement for all of my courses. If you miss class more than 3 times, your final grade will go down one half level for each absence (e.g. a B- will become a C+). If you miss 6 times or more, you will fail the course. Six absences constitute a full three weeks, far too much missed time to allow for credit in the course.

Grading Standards:

In writing:

Generally speaking, the papers for the “games” part of the course will be persuasive in nature. That is, they will need to make a clear claim or proposal, offer cogent reasons for believing that claim or strong arguments for the proposal, and provide significant evidence from primary materials in class texts to support the truth of the argument. They will be written in understandable prose and will reflect the “voice” of the time period and the role assigned to the student. The “voice” of the period may be reflected through stylistic conventions, through appropriate topical allusions and through demonstrated familiarity with the culture and customs of the region and era.

Papers that fulfill all these conditions in exemplary fashion will receive an “A.”

B papers will state a clear claim at some point in the paper and provide evidence from primary materials in class texts. They may show a few errors of style, but are clear and represent the role and the time period.

C papers have a weak claim with few solid reasons for belief; they will provide some reference to the time period, but minimal evidence. They may have several stylistic or grammatical errors.

D papers have a weak claim and scant reference to the time period. The organization or progression of ideas is confused and little evidence is offered in support of claims..

F papers have no claim, a confusing organization, and cite no evidence.

The papers for the “reflective” strand of writing will have similar criteria. That is, the writer needs to cite sources and use evidence to support whatever claims are being made. In addition, the writer needs to recognize the difficulty of competing perspectives and reflect that complexity in the overall argument of the piece. The style and voice of the piece are the writer’s own. That is, the writer is not adopting an historical role in these papers, but is assessing and examining the issues based on his or her present-day perceptions and consciousness of the issues under discussion.

In speaking and participation:

Generally speaking, speeches and presentations should state a strong claim/proposal in the introduction, and provide a clear organization of reasons for belief in the claim and evidence to support the reasons. They will cite evidence from primary sources or examples of events or laws drawn from the time period as developed by research in the library and on-line. They will reflect the voice of the time period and the role assigned to each student. Students who fulfill these criteria and who attend all game sessions, actively work inside and out of class with their group or faction to achieve its victory objectives and participate in informal debates on a regular basis, will receive an “A” for the speech/participation portion of their grade.

B speeches will state a clear claim at some point in the speech and provide evidence from primary materials in class texts. They may show a few errors of style, but are clear and represent the role and the time period. Students will attend all game sessions. They will participate in informal debates at least once each week. If a member of a faction they will provide some help in developing the strategy of the group outside of class.

C speeches have a weak claim and minimal evidence. They may have several stylistic errors, although providing some reference to the time period. Students might miss one of

the game sessions, and infrequently participate in informal discussions. If a member of a faction, they attend most of the group's meetings and provide voting support for its objectives.

D speeches have a weak claim with little reference to the time period. They have a confused organization and little evidence. Students might miss 2 game sessions. Students provide minimal support to their group.

F speeches have no claim, a confusing organization, and cite no evidence. Students might miss more than two class sessions and provide no support to their faction, either in class or outside of class.

NOTE: Because the “speeches” you give will be in the context of an audience with an assembly or a parliamentary meeting, they are not like the extemporaneous speaking you may have done in other classes—where you get up, speak for 6-8 minutes on a prearranged topic, and sit down. Certainly you will be able to prepare some speeches, and you will be asked to speak (by the head of the assembly or the head of parliament) on a particular day. But much of the speaking you do will be impromptu. That is, you will sometimes find yourself leaping to your feet to defend a point or to stem the flow of a discussion that is not going in your favor. All of these activities are considered “speech” and your level of preparation will certainly show.

Academic Integrity:

I have reprinted for you the statement on plagiarism from the Arts and Sciences Handbook. This is for your information. If, at any time, you are uncertain about how to cite sources, or what it means to cite sources, please consult with me and/or the Writing Workshop. We will also spend some time in class on the potential difficulties. I will try to help you avoid inadvertent errors. Deliberate plagiarism (knowingly presenting others' work as your own) will not be tolerated in the course and will result in failure with a report to the dean describing the circumstances of the failure.

From the Arts and Sciences Faculty Policies Handbook:

“Academic dishonesty is an all-encompassing term involving any activity that seeks to gain credit for work one has not done or to deliberately damage or destroy the work of others. Academic dishonesty includes, but is not limited to, the following:

Plagiarism - misrepresenting another's ideas, phrases, discourse, or works as one's own.

Cheating - the act, or attempted act, of giving or obtaining aid and/or information by illicit means in meeting any academic requirements, including examinations.

Fabrication - intentional and unauthorized falsification or invention of any information or citation in an academic sense in any academic exercise.

Facilitating Academic Dishonesty - intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Examples of academic dishonesty include, but are not limited to:

- a. Copying from another student's paper, laboratory report, or other report, or computer files and listings;
- b. Using, during a test or laboratory experiment, material and/or devices not authorized by the instructor in charge of the test;

- c. Without the instructor's permission, collaborating with another, knowingly assisting another or knowingly receiving the assistance of another in writing an examination or in satisfying any other course requirements;
- d. Incorporating into written assignments materials written by others without giving them credit, or otherwise improperly using information written by others (including that which might be stored on computer disks or other technological devices); or submitting commercially prepared papers as one's own;
- e. Submission of multiple copies of the same or similar papers without prior approval of the several instructors involved;
- f. Claiming as one's own, work which was done by tutors or others with no mention of credit to or the assistance of those persons;
- g. Deliberately damaging or destroying another's laboratory experiments, computer work or studio work;
- h. Knowingly obtaining access to, using, buying, selling, stealing, transporting, or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release;
- i. Substituting for another student, or permitting another student to substitute for oneself, to take a test or other assignment or to make a presentation;
- j. Intentional and unauthorized falsification or invention of any information or citation in an academic exercise;

Forgery, alterations, or misuse of University documents;

Falsifying information submitted or failure to reveal relevant information in any University application form or offering any false information in any University disciplinary proceeding.”

NOTE: In this class, you will often be asked to work in groups, to share ideas on how to persuade other students of the position of your faction, and to distribute responsibility for various topics. However, the written essays – their argument, style, and correct citation of sources – are your personal responsibility and cannot be copied from another student, or any other source. Any incident of plagiarism will incur a penalty, ranging from an F for the paper up to and including failure for the course. Again, if you are in doubt about how or whether to cite a source, consult with me.

FINALLY—

Office: 231 Howard Hall

Office hours: Mon: 11:00-2:00; Wednesday: 11:00-1:00 and by appointment

Office Phone: 271-3806

Email: elizabeth.robertson@drake.edu

Above are my official office hours, but I am in the building or teaching on campus most days and perfectly willing to make an appointment with you. I do encourage you to consult with me if you have questions, are feeling uncertain about anything or especially if you are confused by any aspect of the course. I will also formally schedule some appointments with each of you as the semester progresses. I hope for you all to do well in the course and will do my best to help that happen as long as you also are doing your best. I find this particular course “reacting to the past,” challenging and exciting to teach. I hope you find it similarly engaging. I look forward to our semester together!