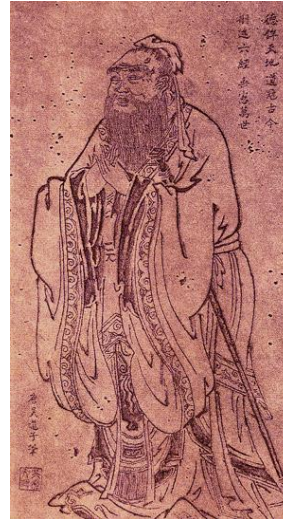
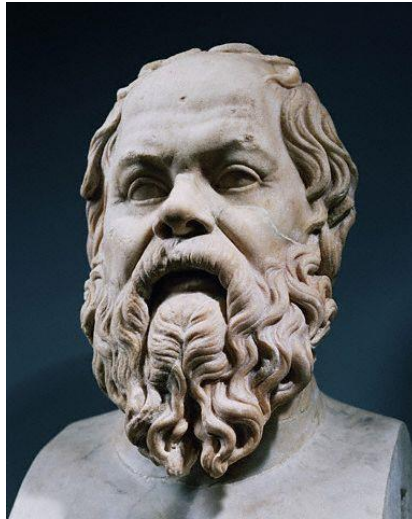


**HI306 – Socrates vs. Confucius: Comparative Political Cultures in World History
Fall 2013**

Course Meeting Times: Tuesday & Thursday, 11:00-12:15

Course Meeting Location: RSH 211



**Left: Socrates, a copy of a sculpture from the 4th century BC. Capitoline Museum, Rome.
Right: Confucius, by Wu Daozi . T'ang Dynasty, 8th century AD. Harvard College Library.**

CONTACT INFORMATION:

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Course Website: <http://danielhutchinson.squarespace.com/hi306/>

Course Texts:

Mark C. Carnes and Josiah Ober, *Threshold of Democracy: Athens in 403 B.C.: Reacting to the Past* (Pearson, 2004).

Plato, *The Republic*. Translated by Desmond Lee. (Penguin Classics, 2007).

Mark C. Carnes and Daniel K. Gardner, *Confucianism and the Succession Crisis of the Wanli Emperor, 1587* (Pearson, 2004).

Confucius, *The Analects*. Translated by D.C. Lau. (Penguin Classics, 1979).

Ray Huang, *1587, A Year of No Significance*. (Yale University Press, 1982)

See the Athenian Assembly Library and Hanlin Library on the course website for supplementary texts.

COURSE DESCRIPTION:

This course examines the relationship between political philosophies and political cultures throughout world history. In particular, this course will focus on two philosophers and two key historical moments: the philosophy of Socrates concerning democracy in Athenian Greece during the 5th century BC, and the teachings of Confucius concerning the proper administration of an empire as applied during the Ming Dynasty in 16th century China. How did the writings of these two noted thinkers influence their respective societies? How do political structures influence the production of culture, art, and literature? What are the strengths and weaknesses of democratic and imperial rule? How can historical understanding of past political cultures inform our own societies?

These historical episodes and questions will be explored through the **Reacting to the Past** curriculum. “Reacting” introduces students to major historical ideas and texts by using a “role playing” format to replicate the historical context in which these ideas acquired significance. You will play the role of an Athenian citizen debating and voting in the Athenian Assembly, and a member of the Grand Secretariat in Ming China. Success in this curriculum demands a combination of reading, persuasive speaking, active class participation, and imagination.

An introduction to “Reacting” will be distributed along with this syllabus. Students should read it carefully and be prepared to ask questions about the course structure at the next class meeting.

COURSE OBJECTIVES:

- To acquire an understanding of different traditions of political culture in world history through the examples of classical Athenian democracy and the imperial court of the Ming dynasty.
- To explore enduring historical questions connected with these perspectives, especially concerning the nature of government, culture, and the dynamics by which they shape one another.
- To help students gain a sense of historical empathy, understanding the past by seeing it through the eyes of historical figures.
- To improve students’ ability to critically interpret and analyze the past, and comprehend how past events influence contemporary and future events.
- To improve their rhetorical skills through written and oral exercises that critically examines historical sources and media.
- To fulfill the educational mission of Belmont Abbey College: to enable students to "lead lives of integrity, to succeed professionally, to become responsible citizens, and to be a blessing to themselves and to others."

COURSE POLICIES:

- **Class Format:** This class will be taught through the Reacting to the Past curriculum. This curriculum provides students with extensive opportunities for creativity, expression, teamwork, and leadership. Along with these opportunities come responsibilities. To succeed in the course students must seriously engage with the course readings and work with others to accomplish your specific goals in each game. Additional information about the “Reacting” curriculum is given along with this syllabus.

Each game will proceed as follows: The first week will involve discussions on the general background on the historical episode under consideration and class readings. By the third preparatory class session, each student will be assigned a role in the game. Over the next several weeks you will caucus with other students in factions based on your roles and your victory objectives. The final week will be devoted to postmortem discussions, both on what actually happened in classical Athens and Ming China in comparison with how each game went.

- **Belmont Abbey College Attendance Policy:** Belmont Abbey College requires faculty to monitor attendance for every class session. Attendance for this class is particularly important because active student participation is the basis of the Reacting curriculum. Accordingly, students are allowed three total excused absences for the semester. Students with more than three absences will receive a reduced final grade for the course; two points subtracted for every absence over three. Students with excused absences will be given consideration, but students with unexcused absences will not receive such consideration. If you believe you will be absent for a future class, please alert the instructor so proper arrangements can be made. Excused absences include documented illnesses, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official College activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.
- **Reading:** This course is a reading intensive course, especially at the start of each game. This is necessary to expose you to the complexity of factors you’ll be contending with as you struggle over the future of Athenian Democracy and Imperial China. Students are expected to have completed each assignment by the beginning of the assigned class. Success in each game cannot be achieved without completing the readings. The assigned readings taper off as the game begins, but other work will take its place. During this time, you will be energetically caucusing with other members of your faction (both online and in person), drafting speeches and writing assignments using arguments derived from course texts, rebutting and co-opting your fellow students’ own speeches and writings, and delving back into the course material to fashion new arguments. In many “Reacting” classes many students become so immersed in their roles that they devote extra time to the course over and above the formal requirements. Don’t hesitate to get involved in this way—it’s part of what “Reacting” is all about—but keep your other courses in mind and don’t let other obligations fall by the wayside.

- **Politeness and decorum:** Students in this class will form factions and engage in historical debates against those factions. By the very nature of the course, student interactions are at times adversarial and driven by competition. Tensions and tempers have been known to rise in “Reacting” games, reflecting the intense periods each game examines. Thus it is of critical importance to adopt an attitude of etiquette and decorum towards your classmates, even when their victory objectives clash with yours.
Remember, in the end it is just a game!

GRADING/EVALUATION:

The course grade is based on the following scale and assignments:

- **Class Participation** – 40% of course grade
- **Written Assignments** – 40% of course grade
- **Final Exam** –December 5 – 15% of course grade
- **Quiz Average** - 5% of course grade
- **“Winning Bonus” for Game Victory** – Up to 5% of course grade (2.5 points for each game)

Grade Scale

A: 100-95	C: 77-73
A-: 94-90	C-: 72-70
B+: 89-88	D+:69-68
B: 87-83	D: 67-63
B-: 82-80	D-: 62-60
C+: 79-78	F: 60-0

- **Class Participation:** Active class participation is critical for success in this course. To succeed in these games you should ask questions, debate classmates, give speeches, conduct sacrifices to the gods, make legislative motions, deliver memorials, and otherwise immerse yourself in the worlds of the individual games. At minimum, you must make **at least one oral presentation per game**. This presentation will be drawn from one of your written assignments, as described further below. It makes up 50% of your participation grade for each game.

The remainder of your class participation grade will be based primarily on a number of factors: the quality and quantity of your public statements during open discussions and faction meetings; your ability to make alliances within and between factions on the basis of shared political aspirations; and the depth of your engagement with course texts, including not only those pertaining directly to your character but also those that address wider issues in the relevant historical periods. To measure these factors the instructor will keep a log recording student’s individual class participation.

Another method of demonstrating class participation is by helping achieve what scholars call “liminality.” A liminal atmosphere means developing a space where participants can think and act in ways outside their normal frame of reference. Such qualities are essential

for “Reacting” games because students are asked to assume the roles of historical personalities with worldviews often vastly different from their own. Any student that can contribute to create such a liminal atmosphere will earn class participation points. Imagination is critical in achieving liminality. Students can contribute to this effort by doing things as simple as emulating period-appropriate speech, appearance, or clothing. But creativity might suggest other options, which are strongly encouraged. That said, it’s best to speak with the Gamemaster before “going liminal.”

Needless to say, class participation is severely hindered by student absences. Accumulated absences will significantly impact your grade, as described in the Belmont Abbey College Attendance Policy listed above.

- **Written Assignments:** For **each game** you will submit **two papers**, for a total of four papers. **Each paper should be 3-6 pages in length.** Each paper will be from the point-of-view of your assigned character, and should further the realization of your character’s victory goal(s) by persuading your fellow classmates. Each paper must cite materials in the assigned course texts and supplementary materials. Papers will be evaluated on the effectiveness of your argumentation, your engagement with the course texts, and the faithfulness of your paper with your character’s goals and the overall historical period. The timing of when you will submit these papers is based on your character and based on scheduling coordinated by the leaders of the game.

Because one of the goals of your papers is to persuade your classmates, each paper should be submitted electronically and posted to the course blogs for the class to read. **All papers used as oral presentations must be emailed to the instructor at least 24 hours in advance of class** in order to allow everyone to read it. **Papers not submitted by this time are considered late and will suffer a late penalty.**

- **Late Papers:** Papers turned in late will be penalized by ten points **per day** (not per class session), for up to seven days. After seven days late papers will not be accepted. The only exception to this policy is for students with valid excused absences.
- **Final Exam:** This exam will be a take-home writing assignment that asks you to engage with some of the larger historical questions discussed in both games. In writing your essays, you will need to cite materials from the course texts and supplementary materials. The exam will be **5-15 pages in length.**
- **Quizzes:** Two quizzes will accompany the start of each game. These quizzes will test your reading of course texts. The quiz formats will consist of multiple choice, fill in the blank, and short answer questions.
- **“Winning Bonus” for Game Victory:** The “winning bonus” adds a competitive element to the games. If you achieve the specific goals assigned to you in each game, you may be rewarded for winning the game via a small bonus to your overall grade. The bonus points you receive depend on the accomplishments of your assigned goals. You also may receive partial bonus points for some games even in you “lose” the game but partially achieve your assigned goals. This bonus is a relatively small component of the overall

grade, since the game is to some extent is weighted toward certain outcomes. Your overall grade will be overwhelmingly shaped by the other components of the course, and even if your character “loses” the games you can still earn the grade you seek.

Academic Dishonesty & Belmont Abbey College Policy:

In accordance with the moral and academic standards of Belmont Abbey College, academic dishonesty of any kind will not be tolerated. Academic dishonesty includes plagiarism (the appropriation of passages from the writing of another as one’s own), collusion (improper collaboration with another in preparation of notes, term papers, or other written work), cheating (giving or receiving, offering or soliciting information, or using illicit material in an examination or quiz), or fabrication of sources used in a paper and included in its bibliography. It also includes appropriating another’s ideas, theories, or interpretation as one’s own without proper attribution. Stern disciplinary action will be taken against any student who is found guilty of academic dishonesty, with penalties ranging from a failing grade for a course assignment or a failing grade for the course.

Services For Students With Special Learning Needs:

Should academic or testing accommodations be necessary for any student with a disability, the student should notify each of their instructors within the first two weeks of classes or as soon after an initial verification of the disability is possible. Accommodations are determined on a case-by-case basis. Students must file proper documentation of the disability with the Academic Resource Center, located on the lower level of the *Abbot Vincent Taylor Library*. The Academic Resource Center can be reached by phone at 704-461-6776.

SYLLABUS CHANGE POLICY:

Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advanced notice. All changes will be announced, either in class or via the course website.

COURSE CONTENT AND OUTLINE:

This is a general outline that is subject to change.

Date	Session/Topic
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Week 1:

08/20/13	Introduction/Syllabus, What Is Reacting to the Past?
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08/22/13	What is Reacting to the Past?; Lecture - The World of Classical Athens
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Week 2:

08/27/13	Preparatory Session A – The World of Classical Athens
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08/29/13	Preparatory Session B – The World of Classical Athens, Role Distribution
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Week 3:

09/03/13 Preparatory Session C – Faction Meetings, Preparation for First Speeches, **Quiz 1**
09/05/13 Game Session 1

Week 4:

09/10/13 Game Session 2
09/12/13 Game Session 3

Week 5:

09/17/13 The Panathenaic Festival
09/19/13 Game Session 4

Week 6:

09/24/13 Game Session 5
09/26/13 Game Session 6

Week 7:

10/01/13 Post Mortem, Lecture - Athenian Democracy after the Trial of Socrates
10/03/13 Post Mortem, Lecture - Athenian Democracy after the Trial of Socrates

Week 8:

10/08/13 ***** Reading Day, No Classes *****
10/10/13 Preparatory Session A – The World of the Ming China

Week 9:

10/15/13 Preparatory Session B – The World of the Ming China
10/17/13 ***** Fall Break, No Classes *****

Week 10:

10/22/13 Preparatory Session C – The World of the Ming China, Role Distribution, **Quiz 2**
10/24/13 Game Session 1

Week 11:

10/29/13 Game Session 2
10/31/13 Game Session 3

Week 12:

11/05/13 Game Session 4
11/07/13 Game Session 5

Week 13:

11/12/12 Game Session 6
11/14/12 Post Mortem, Lecture - Ming China after the Wanli Succession Crisis

Week 14:

11/19/13 Post Mortem, Lecture - Ming China after the Wanli Succession Crisis
11/21/13 Discussion –Democracy vs. Empire, Then and Now

Week 15:

11/26/12 Discussion –Democracy vs. Empire, Then and Now

11/28/12 ***** THANKSGIVING BREAK, NO CLASS *****

Week 16:

12/03/13 ***** Writing & Research Day for Final Exam – NO CLASS *****

12/05/13 ***** FINAL EXAM DUE *****