

# Phase 1: Initial Pathway Concept Proposal

## 1. Faculty Proposing Pathway:

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## 2. Name of Proposed Pathway:

Great Books and Ideas

## 3. Abstract (briefly describe the intellectual focus of proposed Pathway, < 200 words)

The Great Books and Ideas pathway represents the classic GE program, as described by Kenneth Boning in his article on the history of General Education (GE Design Team website). It will offer Chico State students many aspects of a liberal arts education within a state university. As with similar programs (at places like the University of Chicago), students will read classic texts, from Sappho to Garcia-Marquez, and encounter the big ideas, such as “the Great Chain of Being” and Darwinian evolution, that have shaped their world. In other words, “students will cultivate and refine their affective, cognitive, and physical faculties through studying great works of the human imagination” (Executive Order 1033, General Education Breadth). One feature that distinguishes this Pathway will be its self-reflection, both in intra-faculty discussions and with students, about which books and ideas merit inclusion in Pathway courses. Another innovative feature is that the upper-division component will reduce budgetary and curricular stress by establishing cross-listed courses: *Great Books and Ideas: The Humanities*; *Great Books and Ideas: The Social Sciences*; and *Great Books and Ideas: The Natural Sciences*.

## 4. List existing and/or proposed courses that would fit in proposed Pathway (add additional courses as necessary):

Course Number	Course Name	Disciplinary Area	Existing (Y/N)	Confirmed Interest (Y/N)
<b>Lower Division</b>				
Art History 101/102	Art History Survey (sequence)	Arts	Y	Y
Theatre 110	Introduction to Theatre	Arts	Y	Y
Honors 198H (41)	Honors Survey of Civilization	Arts	Y	Y
English 260	Great Books	Humanities	Y	Y
Philosophy 101	Introduction to Philosophy	Humanities	Y	Y
Religious Studies 110	Asian Religions	Humanities	Y	Y

Am. Indian Studies 170	The American Indian	Soc. Sci. (Individ.)	Y	Y
Sociology 100	Introduction to Sociology	Soc. Sci. (Individ.)	Y	Y
Women's Studies 170	Introduction to Women's Studies	Soc. Sci. (Individ.)	Y	Y
History 101/102	World History (sequence)	Soc. Sci. (Society)	Y	Y
Anthropology 112/140	Archaeology/Anthro (sequence)	Soc. Sci. (Society)	Y	Y
Honors 198H (42)	Honors Survey of Civilization	Soc. Sci. (Society)	Y	Y
100-level, dept. tba	Arts and Humanities for Life	Lifelong learning	N	Y
Honors 198H (43)	Honors Survey of Civilization	Lifelong learning	Y	Y
<b>Upper Division</b>				
300-level cross-listed	Great Books and Ideas: Arts/Humanities	Arts/Humanities	N	Y
300-level cross-listed	Great Books and Ideas: Social Sciences	Social Sciences	N	Y
300/-level cross-listed	Great Books and Ideas: Natural Sciences	Natural Sciences	N	Y

**5. Pathways must meet several criteria including: intellectual cohesion, multi-disciplinary, appropriate for a minor, appeal to students and coverage of GE SLOs. Briefly address how the proposed Pathway fulfills each of these criteria. Please be specific, but brief.**

A. Intellectual Cohesion (How will intellectual theme of Pathway be sustained by proposed courses?):

In all Pathway courses, students will learn how to think about (and sometimes write about!) some of the most controversial and influential books or ideas in the history of the world. Over time instructors will generate a menu of classic texts and ideas from which they will be free to choose those best suited for their course. For an example of what such a list *might* like see Appendix A (List of great books taught in Columbia University's Core Curriculum). For courses to be included in this Pathway, instructors must agree to teach at least one important text, artifact, or idea in the discipline in question, and clearly articulate the selection on the first page of the course syllabus. Instructors of upper division courses must agree to teach in its entirety at least one text (anything from scientific to philosophical works or novels to political treatises). For instance, an instructor teaching Women's Studies 170 might introduce students to the writings of Simone de Beauvoir, whereas the same instructor teaching the upper division Great Books and Ideas: Social Sciences course might assign all of de Beauvoir's *The Second Sex*. To ensure that instructors choose "great" books or ideas (rather than simply teaching random interests), the Pathway will publish a list of "great" books or ideas taught in the Pathway, with the instructor's name attached to the "great" books or ideas. This, we hope, will provide intellectual cohesion by providing a guiding list of books or ideas after they have already been taught (see question 8 of this proposal for more information).

B. Multi-disciplinary (How do courses involved elucidate the Pathway's topic?):

Two of the most important features providing intellectual cohesion in this Pathway are its historical and disciplinary focus. We seek to follow the best practices in General Education at places like Harvard University by ensuring that students understand the historical origins of the world they live in. And, by including in the lower division component many courses that offer introductions to various disciplines, we will ensure that students grow to appreciate how different disciplines examine the same issues. We look forward to the intellectually fruitful discussions that will emerge when different disciplines assign the same great book or discuss the same idea. An historian will ask different questions of Dickens's *Hard Times* or Darwin's *Origin of the Species* than a professor of literature or a biologist.

A word about including “ideas” along with “books.” We did this in part to include the natural sciences fully in our concept since, as a rule, they do not teach the same classic-book based courses found in other colleges. Certainly a book like Darwin’s *Origin of the Species* lends itself more to the approach we favor than, say, Newton’s rather intractable *Principia*. But we are discovering some enthusiasm among scientists for offering a great books approach so over time the Pathway may be able to allow “books” to simply stand in for “ideas.” In fact, faculty in the sciences are as excited about offering courses focused on great books such as *Origin of the Species* as the humanities faculty are about Nietzsche’s *Gay Science*.

Allow us to expand on what we mean when we assert that our Pathway represents the classic GE program. As Boning’s article points out succinctly, General Education programs arose out of the concern that college students were earning their degrees without receiving any common intellectual background. The first GE programs were often based on Great Books strategies that were designed to assure that all students had encountered at least some of the classic texts that have shaped our world: those by Plato, Aristotle, the Bible, and so on. What Boning does not point out is that General Education has no equivalent in European universities. This is because European students are introduced to these texts before they attend university. However, American students can very well move from high school into their major without ever being asked to confront the ideas of Aristotle, Newton, Austen, Darwin, or Woolf. This is a gap that General Education programs, especially Great Books programs, seek to address. Chancellor Reed himself, in Executive Order 1033 General Education Breadth, explains that General Education should “cultivate and refine their affective, cognitive, and physical faculties through studying great works of the human imagination.” The Chancellor’s statement refers specifically to Area C courses, but we feel that it could be interpreted more broadly as the basis for a multi-disciplinary Great Books and Ideas Pathway. Due to the constraints imposed on us by the memorandum governing GE in the CSU system, we cannot guarantee that every student taking our Pathway will encounter all the books and ideas one might like—but we are going to make the effort!

The assumption governing this approach is deeply rooted in a belief in the value of a liberal arts education. One can and does disagree about this but the basic arguments in favor of a liberal arts education should be intimately familiar to anyone who claims to be making an informed decision about General Education. Recently the well-known public intellectual and University of Chicago philosopher Martha Nussbaum (also a Chico State Presidential Scholar!) has mounted a defense of the value of the kind of education this Pathway aspires to deliver in her book *Not for Profit: Why Democracy Needs the Humanities*. She argues persuasively that a liberal education is essential for instilling an empathy with others, for learning the value of free and open debate, and for ensuring an understanding of democratic practice.

This, then, is the content of our Pathway, the historical origins, values, debates, and practices of a liberal arts education.

C. Appropriate for Minor (How does Pathway contribute to a liberal arts-based minor? Is there duplication with existing minors?):

There is no duplication with other minors at Chico State. However, it will not be the first of its kind, as great books programs exist at many top universities. In the spirit of Martha Nussbaum’s latest book, *Not for Profit: Why Democracy Needs the Humanities* (2010), students in this Pathway will use the experience of studying great books and ideas to gain “the ability to think critically; the ability to transcend local loyalties and to approach world problems as a ‘citizen of the world’; and, finally, the ability to imagine sympathetically the predicament of another person.” Employers, of course, will find these attributes desirable in candidates for any position. As David Clemens wrote in *The Chronicle of Higher Education* (May 19, 2009), “What could look better than ‘Great Books Scholar’ on a scholarship application, or a transfer application, or a résumé?” Or, as the University of Wisconsin Milwaukee explains about their Great Books certificate, “Certificate awardees will have the satisfaction of knowing that their educations rival the best available anywhere; prospective employers will soon learn that the Certificate is a sure sign of intellectual ability and a capacity for hard work.” Here at

Chico State, a Great Books and Ideas Pathway will provide students with a solid, timeless, minor to go alongside any major on campus.

D. Appeal to Students (What indications are there of student interest in this Pathway?):

We have spoken with many students around campus about general education, and two comments routinely come to the surface: 1) the best thing about GE is the serendipitous discovery of something new and exciting; and 2) the worst thing about GE is the apparent disconnect between GE and their major field of study. A Great Books and Ideas Pathway will provide plenty of opportunities for both experimentation with unknown disciplines and accentuation of major disciplines. The Pathway will facilitate a discovery of hitherto unknown great authors, scientists, philosophers, sociologists, artists, etc. whose works might have a profound and unexpected impact upon the lives and careers of students. The Pathway will also enable students to supplement their own interests from multi-disciplinary perspectives. For instance, a History major interested in the nineteenth century might enroll in an English course focusing on the great books of that century, or an English major might enroll in a course in Political Science enabling him or her to study the political thought of that century in order to gain a new perspective on its poetry.

One way to gauge potential appeal would be to listen to students at Columbia University. This semester, like every semester, thousands of Columbia students have begun their annual ritual of reading and discussing great books and ideas in Columbia's "Core Curriculum." Here are excerpts from three articles published in Columbia's student newspaper, the *Columbia Spectator*, over the past month:

"Whether you sleep with *The Iliad* under your pillow or have long since chucked it out the window, the Core defines the University's mission to cultivate critical thinking in undergraduates." Amber Tunnell, student majoring in English and Comparative Literature

"The Core, in all of its rigid glory, is perhaps Columbia's strongest offering. It is true that I am one of the many who occasionally bemoan its demands, but at the end of the day I am convinced that the Core puts us on the path of deep intellectual and personal development. This development is so fundamental that it transcends what we would understand to be 'useful.' In taking Contemporary Civilization and Literature Humanities—and perhaps even Frontiers of Science—we embark on a journey to challenge the very foundations of our way of thinking, learning, arguing, and interacting." Derek Turner, a junior majoring in Anthropology and Political Science

"The question, then, becomes how we, as Columbia students, can tackle the big problems of tomorrow without experiencing paralysis. The answer I have found is quite simple. We must all take the time to ask ourselves difficult questions. I feel if we all took out a piece of paper and started to write, we would all reach our own conclusions. I do not think we are any different from Kant, Mill, Rousseau, or Hume. What I feel separates us from them is that they refused to accept what others told them to be truth. They were not conformists. They got out a piece of paper, they started writing, and they were able to find their own truth. We can reach our own truth as well. All we need is a big question and a little piece of paper." Jelani Harvey, a junior majoring in History

The Great Books and Ideas Pathway aims to provide this type of exciting, challenging liberal arts education for Chico State students by playing to the strengths of our faculty (allowing and encouraging faculty to bring their favorite authors and latest research to the classroom). Most Chico State students spend the bulk of their intellectual energy pursuing a professional or vocational degree, but this Pathway would give them the opportunity to begin a lifelong exploration of challenging books and ideas.

Recently, *The New York Times* reported a significant jump in enrollments in arts and humanities continuing education programs. Why? Daniel Shannon, dean of the Graham School of General Studies at the University

of Chicago, believes that “some of them, I think, come back because they yearn to capture what they didn’t have in their undergraduate experience, particularly those who went through professional programs like business or nursing.” Others return, he added, because they suddenly realize “that at 18, they didn’t have the capacity to read critically Socrates, Thucydides and Nietzsche” (*The New York Times*, August 25, 2010). Many students at Chico State crave this knowledge, and the Great Books and Ideas Pathway will present students with a list of courses to begin their broad intellectual journey.

Finally, the huge success of Chico State’s Book in Common program suggests that there is a broad appetite for reading and learning both on and off campus. The Great Books and Ideas Pathway would tap into this energy by encouraging faculty to integrate the Book in Common in their syllabus, and also by suggesting future Books in Common. You may be wondering... would the campus+community respond positively to reading, say, Thomas Jefferson’s *Notes on Virginia*, Albert Camus’ short stories, Marcel Proust’s *Swann’s Way*, or Sophocles’ *Electra*? In short, yes. These titles are currently being read by campus+community reading groups in Athens State University (Alabama), Penn State Wilkes-Barre (Pennsylvania), the Charles E. Beatley Jr. Central Library (Virginia), and Westchester Community College (New York), respectively. This appetite for Jefferson, Camus, Proust and Sophocles is here in Chico, as a robust Great Books and Ideas Pathway will demonstrate.

E. GE SLOs (How are GE SLOs covered by Pathway?):

1. Oral Communication – students will regularly read and discuss original texts, artifacts and ideas. In certain classes, they will also encounter oratorical texts, and discuss different forms of rhetoric, dramatic and persuasive speech (such as the “Socratic method”).
2. Written Communication – students will regularly write about original texts, artifacts and ideas, and consider the ways in which writing can both communicate and conceal. Many of the “great books” listed in Appendix A were originally written to advance a particular worldview, and courses using these books may engage with their communicative force in both literary and historical contexts.
3. Critical Thinking – close reading and writing about original texts, artifacts and ideas will help students improve their ability to analyze and assess evidence logically and critically. The inter-disciplinary and comparative focus of this Pathway will encourage students to draw critical connections across their courses, as they encounter ideas of fundamental importance to a variety of cultures and times.
4. Mathematical Reasoning – courses in the social sciences and natural sciences will, of course, teach great books and ideas rich in empirical data and scientific reasoning. Several of the books listed in Appendix A will provide “cross over” between academic areas; for example, reading Descartes will allow students to see the ongoing influence of mathematical and scientific reasoning on philosophy.

*The following SLOs, based upon the values of the GE program, are central to this Pathway. To see how one proposed course (History 101) meets several SLOs, please see “Additional Information” section (8).*

5. Active Inquiry – Great books and ideas do not always yield their secrets easily. To understand, say, the novels of Jane Austen, one must know a great deal about her social and political world. One must learn about what a “gentleman” means, about the educational opportunities of middle-class women, about England’s long struggle with Revolutionary and Napoleonic France, and even something about naval warfare. But one must also know about literary history, the rise of the novel, the expectations of readers, the emergence of genres, and so forth. All of this provides rich opportunities for a creative instructor to allow students to investigate these subjects, using the both online and library resources.
6. Personal and Social Responsibility – Our whole notion of what demands society can make of an individual, and what she owes herself, comes from a long debate beginning with Plato. The answers range from the resignation of Voltaire’s *Candide* (“one must cultivate one’s garden”) to the revolutionary engagement of Marx’s “Theses on Feuerbach,” (“The philosophers have only *interpreted* the world, in various ways; the point, however is to *change* it.”).

7. Sustainability – Although this is a relatively new value, our Pathway will have no problem engaging it. Texts like Rousseau’s *Discourse on the Origins of Inequality* or Montaigne’s essay “On Cannibalism” were seminal in creating the myth of the noble savage. Romantic poetry by Blake and Wordsworth helped fuel the attitude towards nature that lies at the heart of the modern environmental movement. A novel like Dickens’s *Hard Times* raises the disturbing question about what environmental degradation does to the soul of men and women.
8. Diversity – Much of the literature and philosophy in the Western tradition represents an interest in and a confrontation with “the Other.” From Diderot’s “Supplement to Bougainville’s ‘Voyage’” to Conrad’s *The Heart of Darkness* and Achebe’s riposte *Things Fall Apart* represent reflections on the encounter between Europeans and non-Europeans. But even anti-utopian works of fiction such as Forster’s *The Machine Stops* or Orwell’s *1984* can be read as illustrations of the dangers of uniformity. Of course, there could be no more eloquent investigation into the psychological and cultural damage inflicted by marginalization than Woolf’s *A Room of One’s Own*.
9. Creativity – We received some feedback from the Committee that suggested we were not clear on how we would meet this SLO. But what could address the question of creativity more than a great book or an idea that breaks the conventions of its time? A perfect illustration of how a great idea emerges in a creative process would be how Darwin created the theory of natural selection by a patient process of selection from among pre-existing theories and fragments. But a modernist painting or poem offers the same opportunity for a close study of what creativity really entails, how an artist or a writer both works within and against a tradition to create something new.
10. Global Engagement – Is there any more prescient and or brilliantly written prophecy of globalization than the first part of *The Communist Manifesto* by Marx and Engels?

**6. Describe planned or actual campus outreach efforts to inform/include faculty from across disciplines/colleges. *If applying for an FLC grant, indicate planned frequency of meetings here.***

**May 25, 2010** – meeting of faculty proposing pathway

**June 24, 2010** – meeting of faculty who will write the pathway proposal

**June/July 2010** – e-meetings of faculty proposing pathway

**August 3, 2010** – invitation to the following faculty/chairs to pathway event on 8/17: Mittman, Asa; Archias, Elise; Cotner, Teresa; Mazur, Michael; Baker, Geoff; Kaye, Roger; Traver, John; Zhang, Aiping; Pluth, Edward; Graybosch, Anthony; Rothermel, Dennis; Emmerich, Lisa; Clark, Jessica; Easton, Laird; Clower, Jason; McCarthy, Kate; Veidlinger, Daniel; Wyrick, Jed; Bryant, Lawrence; Zimbelman, Joel; Thorlaksson, Brooks; Saxe, Thomasin; Monfort, Kirk; Li, Frank; Yudell, Zanja; Waters, Tony; Turner, Charles; Oppy, Brian; Martinez, Antoinette; Gaffney, Chris; Mahoney, John; McEnteggart, Ailsie; Buchholtz, Louis; Siemsen, Cynthia; Pate, Sue.

**August 2010** – email correspondence with the honors program; emails to department chairs discussing cross-listed upper division courses

**August 16, 2010** – reminder email to faculty/chairs to discuss the pathway on 8/17

**August 16, 2010** – invitation to GEAC and IT to pathway event on 8/17

**August 17, 2010** – Great Books and Ideas pathway event, Humanities Center, 10:00-12:00. In attendance: Sweet, Tricia; Mahoney, John; Yudell, Zanja; Cotner, Teresa; Zimbelman, Joel; Coughlin, Chris; Rysberg, Jane; Buchholtz, Louis; Monfort, Kirk; Whitlock, Katie; Wyrick, Jed; Clark, Jessica; Easton, Laird; Graybosch, Anthony; Nice, Jason; Pluth, Ed.

**August 17, 2010** - further meeting of faculty proposing pathway

**August 20-27, 2010** – final revision of proposal

**September 2, 2010** - publication of all pathway documents on Google Docs

**September 2, 2010** – presentation of pathway at campus forum

**September, 2010** – solicitation of faculty/staff feedback through online “dropbox”

## 7. Describe planned or actual student outreach efforts to gauge student interest in proposed Pathway.

Drop box (virtual and physical) for students to recommend “great books and ideas”  
Creation of a Vista community for students to access and post information about the pathway  
Informal conversations with students (in general and in the honors program)  
Contact/poll the students in various student clubs  
Setting up a table in the fall perhaps during Preview Day  
Contacting students during Summer Orientation

## 8. Additional information on Pathway.

- ❑ The Pathway hopes to play a role in the selection/implementation of the Book in Common. The “Book in Common” website (<http://www.csuchico.edu/bic/about/index.shtml>) describes several attributes of that project, such as the engagement with “relevant and enduring topics,” that make its annual selections ideal candidates for discussion as “Great Books.” This is also an opportunity for students to engage with the idea of literary canons.
- ❑ We have discussed at length what to name this Pathway. After careful consideration/consultation we feel confident in the name “Great Books and Ideas.” A minor in “Great Books” will be recognizable to many employers and prospective graduate schools as an established course of study in the liberal arts, but the “Ideas” part of the name makes the Pathway more inclusive of less-textual disciplines. However, as indicated above, we are discovering some enthusiasm among scientists for offering a great books approach so over time the Pathway may be able to allow “books” to simply stand in for “ideas.”
- ❑ Our proposed Area E course (“Arts and Humanities for Life”) would include physiology of the performance arts (dancing, stage movement) and/or recent research in brain physiology and the creative process.
- ❑ The Pathway hopes to play a role in the University Film Series.
- ❑ Faculty will work with instructors at Butte Community College to build a bridge between their corresponding lower division courses and ours in the Pathway.
- ❑ While the Pathway resists the idea of a set canon of great books, we would publish a list of all great books and ideas taught in our GE classes that would help provide intellectual cohesion without asking Pathway administrators, GEAC, GEIT or CAB to decide what is or isn’t great. For an example of what this might look like, in 2002 the UK newspaper *The Guardian* “asked eminent writers to choose 10 books from their respective fields to make up a capsule library of indispensable volumes.” These lists were collected and published in the *Guardian Essential Library*. For instance, the section “Politics chosen by Timothy Garton Ash” gives an indication of the types of books that might appear in the upper division course Great Books and Ideas: Social Sciences, if it were taught by a political scientist. However, instead of “chosen by Timothy Garton Ash,” our list of great books and ideas would read “chosen by Professor X.”
- ❑ Intellectual coherence will be furthered by the careful division of complementary SLOs among lower division classes, so that students will be primed to identify common themes throughout the “great books and ideas” offered by their particular course selections and better prepared to engage with these issues in their upper division GE classes; for this reason, we offer one example of GE SLOs (7, 8, and 10) in a particular class (World History: History 101, “Ancient Civilizations”):

### Guardian Essential Library

#### Politics

Chosen by Timothy Garton Ash

Title	Author
The Politics	Aristotle
The Prince	Niccolo Machiavelli
Leviathan	Thomas Hobbes
Reflections...	Edmund Burke
Democracy In America	Alexis de Tocqueville
The Communist Manifesto	Karl Marx & Friedrich Engels
Orwell & Politics	George Orwell
Development As Freedom	Amartya Sen
The Social Contract	Jean-Jacques Rousseau
The Federalist Papers	James Madison

7. “Sustainability” – ultimately, the subjects of ancient history all proved unsustainable, but often for divergent reasons. The examples of Harappan urban life in the Indus River valley and the city-states of Sumer provide environmental factors to set beside more traditional political and military narratives for the rise and fall of population centers.

8. “Diversity” – the victors only ever write part of the history. Every semester, students read excerpts from the Greek historian Herodotus and discuss the presentation of Persian kings and society in his writings as compared to the monumental inscriptions set up in Persia at the time of the war between Persia and Greece. They also write a short paper contrasting these narratives with popular representations (such as *The 300*).

10. “Global Engagement” – the world is a great and wondrous place, and people have been doing interesting things in it for a very long time. By approaching the whole world as one historical unit, students begin to take ownership of their collective heritage. From the Mayan *Popul Vuh* to the Byzantine emperor Justinian’s *Digest*, Homer’s *Iliad* to Ashoka’s *Kalinga Edicts*, they transform the disparate texts of many cultures into the fundamental texts of their world.

### Appendix A: List of Great Books taught in Columbia University’s Core Curriculum

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|---|---|
| Homer, <i>Iliad</i> (U. of Chicago, tr. Lattimore)  | <i>The Protestant Reformation</i> (Harper & Row)  |
| <i>Homeric Hymns</i> (Hopkins, tr. Athanassakis)  | Hobbes, <i>Leviathan</i> (Oxford)   |
| <i>Epic of Gilgamesh</i> (Penguin, tr. A. George)   | Locke, <i>Second Treatise</i> (Hackett), <i>Letter on Tolerantion</i> (Hackett)   |
| Homer, <i>Odyssey</i> (Harper, tr. Lattimore)   | Rousseau, <i>Discourse on Inequality</i> and <i>Social Contract</i>   |
| Herodotus, <i>Histories</i> (Oxford, tr. Robin Waterfield)                                | Smith, <i>Wealth of Nations</i>   |
| Aeschylus, <i>Oresteia</i> (Aeschylus I, U. of Chicago, tr. Lattimore)                    | Hume, <i>Enquiry Concerning Principles of Morals</i> OR <i>Enquiry Concerning Human Understanding</i>   |
| Sophocles, <i>Oedipus the King</i> (Sophocles I, U. of Chicago, tr. Grene)                | Kant, <i>Grounding for the Metaphysics of Morals</i>  |
| Euripides, <i>Medea</i> (Euripides I, U. of Chicago, tr. Warner)                          | American Revolution: <i>Declaration of Independence, Constitution, Federalist Papers</i>  |
| Thucydides, <i>History of the Peloponnesian War</i> (Penguin, tr. Warner)                 | French Revolution: Declaration of the Rights of Man and the Citizen, Robespierre, "On the Moral and Political Principles of Domestic Policy?"; Sieyès, “ <i>What is the Third Estate?</i> ” |
| Aristophanes, <i>Lysistrata, Acharnians, Clouds</i> (Penguin, tr. Sommerstein)            | Burke, <i>Reflections on the Revolution in France</i>   |
| Plato, <i>Symposium, Republic</i> (Hackett, trs. Nehamas, Woodruff)                       | Wollstonecraft, <i>A Vindication of the Rights of Woman</i>   |
| Aristotle, <i>Nicomachean Ethics</i> (Oxford University Press), <i>Politics</i> (Hackett) | Tocqueville, <i>Democracy in America</i>  |
| Epictetus, <i>Handbook</i> (Hackett)  | Darwin, <i>Origin of Species</i> and <i>Descent of Man</i>  |
| <i>The Holy Bible: Revised Standard Version</i> (Meridian)                                | Hegel, <i>Introduction to the Philosophy of History</i>   |
| Virgil, <i>Aeneid</i> (Bantam, tr. Mandelbaum)  | Mill, <i>On Liberty</i>   |
| Ovid, <i>Metamorphoses</i> (Penguin, tr. Raeburn)   | Marx, selections from the <i>Marx-Engels Reader</i>   |
| Marcus Aurelius, <i>Meditations</i>   | Nietzsche, <i>On the Genealogy of Morals</i>  |
| Augustine, <i>Confessions</i> (Oxford, tr. Chadwick), <i>City of God</i> (Penguin)        | Freud, <i>Five Lectures on Psychoanalysis</i> OR <i>Civilization and its Discontents</i>  |
| <i>The Meaning of the Holy Qur’an</i> (Amana)   | Du Bois, <i>The Souls of Black Folk</i>   |
| Boccaccio, <i>Decameron</i> (Penguin, tr. McWilliam)                                      | Cervantes, <i>Don Quixote</i> (Harper Collins, tr. Grossman)  |
| Dante, <i>Inferno</i> (Bantam, tr. Mandelbaum)  | Austen, <i>Pride and Prejudice</i> (Oxford)   |
| Montaigne, <i>Essays</i> (Penguin, tr. Cohen)   | Dostoevsky, <i>Crime and Punishment</i> (Vintage, trs. Pevear & Volokhonsky)  |
| Shakespeare, <i>King Lear</i> (Pelican)   | Woolf, <i>Three Guineas, To the Lighthouse</i> (Harcourt Brace Jovanovich)  |
| Descartes, <i>Discourse on Method and Meditations on First Philosophy</i> (Hackett)       |   |
| Machiavelli, <i>The Prince</i> (Hackett), Machiavelli, <i>The Discourses</i> (Penguin)    |   |