

**First-year Foundation Course 100:
*Tyranny and Resistance from the Ancients to 1989***



**"The Wall will be standing in 50 and even in 100 years." —
*DDR head of state, Erich Honecker, East Berlin, January 19th, 1989.***



**Dr. Katharine Gillespie Moses
Fall 2018**

COURSE SYLLABUS

First-year Foundation Course 100, Fall 2018

TITLE:

Tyranny and Resistance from the Ancients to 1989

COURSE DESCRIPTION

What is power; how is it gained; how is it exercised over others; how is it lost? Is it something that rulers possess and their subjects lack? Or is it something that is created and recreated within an “economy of power relations” comprised of both acts of dominance and strategic acts of opposition? Do we need structures of power to live peacefully? If so, when might those structures become problematically violent in and of themselves and hence subject to questioning? What comprises a legitimate versus an illegitimate form of resistance? We will explore these and other questions within the framework of such theoretical texts as Michel Foucault’s “The Subject and Power” and Leo Strauss’ and Victor Gourevitc’s *On Tyranny*. We will put these theories to test by reading a wide range of works spanning from the ancient world to the present day, including Aeschylus’ play, *Prometheus Unbound*; Sophocles’s play, *Antigone*, Shakespeare’s play, *Macbeth*; Marx’s and Engels’ *Manifesto of the Communist Party*; Florian Henckel von Donnersmarck’s film, *The Lives of Others*; Chairman Mao’s *Little Red Book*, Anchee Min’s novel, *Red Azalea*; Saddam Hussein’s *On Democracy*; and Simon Antoon’s novel, *The Corpse Washer*. We will read these works with an eye towards combining a social, cultural, economic, and political inquiry into tyranny and resistance with a consideration of how various “economies of power” give rise to various forms of both dominance and opposition.

CATALOGUE COURSE DESCRIPTION:

This course engages students in interdisciplinary, university-level critical inquiry and reflection. The FFC course focuses more on critical engagement, exploration, and communication related to complex issues than on mastering a body of material. The section topics vary, and students select a topic according to their academic and personal interests. Must be taken for a letter grade. (Offered every semester.) 3 credits.

PROGAM LEARNING OUTCOMES:

Students will be able to critically analyze and communicate complex issues and ideas in a variety of genres, historical periods, and global contexts. They will work independently and collaboratively to explore issues and questions that have engaged historians, philosophers, artists scientists, economists and political theorists for centuries.

COURSE LEARNING OUTCOMES:

- * Understanding how individuals and groups exercise, exploit, subvert, appropriate and create power.
- * Developing criteria for just versus unjust forms of rule and resistance.
- * Explaining the motivations of the rulers and resistors who populate texts from a variety of time periods and places.

- * Applying theories of power (political, economic, social, cultural) and tyranny by Michel Foucault, Leo Strauss and Victor Gourevitch to writings composed by both rulers such as King James, Mao, and Saddam Hussein and resisters such as Antigone, Thoreau, and Sinan Antoon.
- * Exploring the ethical tensions within the psyche and the belief systems of those ideologues who began as revolutionaries and ended as totalitarian dictators.
- * Presenting, explaining, and evaluating in both oral and written form various “economies of power” as they are represented in a variety of not only philosophical and economic texts but also works of literature.
- * Identifying, exploring, and challenging the perceived tension between literature or “fiction” and “non-fictional” theories of power that come from such seemingly unrelated disciplines as political philosophy, theology, economics, and sociology.

REQUIRED TEXTS

1. *On Tyranny*, Leo Strauss and Victor Gourevitch (1963). Edition: University Of Chicago Press; Expanded edition (September 13, 2013): ISBN-10: 022603013X; ISBN-13: 978-0226030135
2. Aeschylus, *Prometheus Bound*. Edition: Oxford University Press; Reprint edition (February 1, 1990); Paperback; ISBN-10: 0195061659; ISBN-13: 978-0195061659.
3. Sophocles, *Antigone*. Edition: Oxford University Press; Reprint edition (February 1, 1990); Paperback. ISBN-10: 0195061675; ISBN-13: 978-0195061673.
4. William Shakespeare, *Macbeth*. Edition: W. W. Norton & Company; 2 edition (November 7, 2013); Paperback; ISBN-10: 0393923266; ISBN-13: 978-0393923261.
5. Anchee Min, *Red Azalea*. Edition: Anchor; Reprint edition (April 11, 2006); Paperback; ISBN-10: 1400096987; ISBN-13: 978-1400096985.
6. Sinan Antoon, *The Corpse Washer*. Edition: Yale University Press; First Edition edition (July 29, 2014); Paperback; ISBN-10: 0300205643; ISBN-13: 978-0300205640.
7. Course Pack.

ESSENTIAL FACILITY:

Access to computer lab; seminar setting.

INSTRUCTIONAL METHODS:

This course uses a combination of hands-on learning in Socratic roundtable discussions of readings, focused in-class writings, and three expository papers. Students are expected to bring the assigned reading to each discussion in book or hard copy form.

INSTRUCTIONAL STRATEGIES/LEARNING ACTIVITIES

1. Assigned readings
2. Video/film/power point presentations
3. Class discussions
4. Written and oral analyses
5. Lectures

ASSIGNMENTS AND METHODS OF EVALUATION:

1. Attendance and Participation in class discussions (10% of the final grade).
2. Daily in-class short-essay reading quizzes based on a prompt (20% of the final grade).
3. Leadership of a class discussion, including written questions (10% of the final grade).
3. Three 8-page essays (20% each for a total of 60% of the final grade).

WRITING CRITERIA:

All writing assignments will be graded for the following:

- 1). The discussion contains an original, easily-discernible thesis. (NOTE: Students may wish to develop their essay topics and thesis statements in conjunction with the professor during individual conferences.)
- 2). The writing is coherent, lively, engaging, and interesting to read.
- 3). The argument is informed and based upon a thorough knowledge of the text or texts under discussion. Examples are used and these examples adequately and appropriately illustrate the thesis.
- 4). The essay is well organized. It contains an introduction and a conclusion. The body moves coherently from point to point. Paragraphs are unified and properly denote shifts in the argument.
- 5). The essay follows proper MLA (Modern Language Association) style for formatting, quotation, punctuation, and documentation practices, including a Works Cited Page for each and every work that is directly or indirectly used as a source in the essay.

ATTENDANCE POLICY

Because of the interactive nature of the class, attendance is an essential component. Excessive tardies constitute absences; six absences may result in failure (Undergraduate Catalog 2017-2018, "Academic Policies and Procedures"). Missed in-class work cannot be made up.

STUDENTS WITH DISABILITIES

In compliance with ADA guidelines, students who have any condition, either permanent or temporary, that might affect their ability to perform in this class are encouraged to contact the Office of Disability Services. If you will need to utilize your approved accommodations in this class, please follow the proper notification procedure for informing your professor(s). This notification process must occur more than a week before any accommodation can be utilized. Please contact Disability Services at (714) 516-4520 or (www.chapman.edu/students/student-health-services/disability-services) if you have questions regarding this procedure, or for information and to make an appointment to discuss and/or request potential accommodations based on documentation of your disability. Once formal approval of your need for an accommodation has been granted, you are encouraged to talk with your professor(s) about your accommodation options. The granting of any accommodation will not be retroactive and cannot jeopardize the academic standards or integrity of the course.

CHAPMAN UNIVERSITY ACADEMIC INTEGRITY POLICY

Chapman University is a community of scholars, which emphasizes the mutual responsibility of all members to seek knowledge honestly and in good faith. Students are responsible for doing

their own work, and academic dishonesty of any kind will not be tolerated anywhere in the university.

CHAPMAN UNIVERSITY'S EQUITY AND DIVERSITY POLICY

Chapman University is committed to ensuring equality and valuing diversity. Students and professors are reminded to show respect at all times as outlined in Chapman's Harassment and Discrimination Policy. Please see the full description of this policy at <http://www.chapman.edu/faculty-staff/human-resources/eoo.aspx>. Any violations of this policy should be discussed with the professor, the dean of students and/or otherwise reported in accordance with this policy.

READING SCHEDULE

Week One

M: Introduction: "To the Moon" by Joseph Stalin and "The Stalin Epigram" by Osip Mandelstam. **Discussion of Academic Integrity Policy.**

W: Michel Foucault, "The Subject and Power" (1972).

http://www.unisa.edu.au/Global/EASS/HRI/foucault_-_the_subject_and_power.pdf

Week Two

M: Leo Strauss and Victor Gourevitch, *On Tyranny*, (1963).

W: *On Tyranny*, cont.

Week Three

M: Aeschylus, *Prometheus Bound* (ca. 430 BCE), Acts I-III.

W: *Prometheus Bound*, Acts IV-V.

Week Four

M: Library visit.

W: Sophocles, *Antigone* (ca. 441 BCE), Acts I-II.

Week Five

M: *Antigone*, Acts III-V.

W: King James I of England, *A Speech to the Lords and Commons of the Parliament at White-Hall* (1610). <http://www.yorku.ca/comminel/courses/3025pdf/Speech.pdf>.

Week Six

M: George Buchanan, excerpt from *De juri regni apud Scotos*, (1579).

<http://www.portagepub.com/dl/caa/buchanan.pdf>

W: William Shakespeare, *Macbeth* (1606), Acts I-II. **Essay #1 due in hard copy in class.**

Week Seven

M: *Macbeth*, Acts III-V.

W: Thomas Jefferson, *Declaration of Independence* and Abigail Adams, *Letter from Abigail Adams to John Adams, 31 March - 5 April 1776*; <https://history.hanover.edu/courses/excerpts/165adams-rtl.html> and Henry David Thoreau, *Civil Disobedience* (1849).
<http://xroads.virginia.edu/~hyper2/thoreau/civil.html>

Week Eight

M: *The Confessions of Nat Turner* (1831).

<http://www.gutenberg.org/files/15333/15333-h/15333-h.htm>

W: Martin Luther King, Jr., *Letter from Birmingham Jail* (1963).

https://web.cn.edu/kwheeler/documents/Letter_Birmingham_Jail.pdf

Week Nine

M: F. A. Hayek, “Why I am Not a Conservative” (1960).

http://press.uchicago.edu/books/excerpt/2011/hayek_constitution.html

and Abbie Hoffman and Jerry Rubin, *Yippie Manifesto*, (1968).

W: *Manifesto of the Communist Party*, Karl Marx and Frederick Engels (1838).

Week Ten

M: *Manifesto of the Communist Party*, cont.

W: “Mao’s Little Red Book” (*Quotations from Chairman Mao*) (1966).

<http://www.marx2mao.com/PDFs/QCM66.pdf>.

Week Eleven

M: Anchee Min, *Red Azalea* (2006).

W: *Red Azalea*, cont.

Week Twelve

M: *Red Azalea*, cont.

W: Excerpt from Saddam Hussein, *On Democracy* (1970s), in course pack. **Essay #2 due in hard copy in class.**

Week Thirteen - Thanksgiving Holiday - NO CLASS

Week Fourteen

M: *The Corpse Washer*, Sinan Antoon (2014).

W: *The Corpse Washer*, cont.

Week Fifteen

M: View together in class, *The Lives of Others* (2006).

W: *The Lives of Others*, cont.

Week Sixteen - Finals Week

Meet on the scheduled final exam day and time for a seminar on the Berlin Wall and a visit to the section of the wall on the Chapman campus. **Essay #3 due in hard copy.**

To the Moon (1895)
Joseph Stalin

Sail on, as tirelessly as ever,
Above an earth obscured by clouds,
And with your shining glow of silver
Dispel the fog that now abounds.
With languor, bend your lovely neck,
Lean down to earth with tender smile.
Sing lullabies to Mount Kazbek,
Whose glaciers reach for you on high.
But know for certain, he who had
Once been oppressed and cast below,
Can scale the heights of Mount Mtatsminda,
Exalted by undying hope.
Shine on, up in the darkened sky,
Frolic and play with pallid rays,
And, as before, with even light,
Illuminate my fatherland.
I'll bare my breast to you, extend
My arm in joyous greeting, too.
My spirit trembling, once again
I'll glimpse before me the bright moon.

The Stalin Epigram (1933)
Osip Mandelstam

Our lives no longer feel ground under them.
At ten paces you can't hear our words.

But whenever there's a snatch of talk
it turns to the Kremlin mountaineer,

the ten thick worms his fingers,
his words like measures of weight,

the huge laughing cockroaches on his top lip,
the glitter of his boot-rims.

Ringed with a scum of chicken-necked bosses
he toys with the tributes of half-men.

One whistles, another meows, a third snivels.
He pokes out his finger and he alone goes boom.

He forges decrees in a line like horseshoes,
One for the groin, one the forehead, temple, eye.

He rolls the executions on his tongue like berries.
He wishes he could hug them like big friends from home.

