



# Great Books Tutorial

- [Reading List](#),
- [Parent Recommendations](#),
- [References](#),
- [Common Questions on the Great Books Tutorial](#),
- [Register for the Great Books Tutorial](#)

The Great Books Tutorial has been designed to develop Christian minds that will understand and discern the influences that have shaped our culture. Western history is a tremendously rich saga. Studying the great books gives us the opportunity to see first hand the ideas that have directed our cultural history. The reading of the great books culminates a good classical education as it requires all the skills that classical education aims to develop in a child.

The Great Books Tutorial is offered through the Internet. The tutorial meets for two hours a week and we discuss the readings listed in the [curriculum guide](#). I will act as tutor and guide the discussion so that the necessary fundamentals are understood from each work. It is expected that the students will have done their readings with enough care that they are ready to articulate and discuss their understanding of the texts.

The tutorial will be open to all whose reading abilities are suited to the readings required and who are capable of benefiting from and contributing to the discussion. It is recommended that a student have at least a year of Greek or Latin (preferably Greek) before entering the tutorial.

Papers will be assigned that may be submitted via e-mail. They will be critiqued and returned with guidance; however, no grades will be assigned for either the papers or for the tutorial as a whole. At the end of each semester a written evaluation will be given of each child's performance in the tutorial.

All of the books we read in the Great Books Tutorial are available through large bookstores. All of the editions I recommend can be purchased through this web page at a discount by clicking on the titles below.

Please note that [Euclid's Elements](#) is required before studying Great Books III. The Great Books Tutorial assumes that the student is familiar with the Geometry found in Euclid's Elements. Euclid's Elements can be studied in place of a conventional high school Euclidian Geometry class. For further information, please see <http://www.gbt.org/geo.html>

## [Class times](#)

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### First Year Great Books Tutorial Reading List

For the complete five-year reading list, see our [curriculum guide](#).

1. Iliad, Books 1-2, pp. 77-128 [Audio](#) [Take our online test](#)
2. Iliad, Books 3-5, pp.128-195 [Take our online test](#)
3. Iliad, Books 6-9, pp.195-276 [Take our online test](#)
4. Iliad, Books 10-13, pp. 276-369 [Take our online test](#)
5. Iliad, Books 15-18, pp. 387-488 [Take our online test](#)
6. Iliad, Books 19-24, pp. 488-617 [Take our online test](#)
7. Odyssey, Books 1-8, pp. 1-143 **\*Paper 1 due\*** [Take our online test](#)
8. Odyssey, Books 9-15, pp. 143-287 [Take our online test](#)
9. Odyssey, Books 16-24, pp. 287-463 [Take our online test](#)
10. The Three Theban Plays, Oedipus the King(Oedipus Rex), pp. 159-198 [Take our online test](#) [Performance](#)
11. The Three Theban Plays, Oedipus the King(Oedipus Rex), pp. 198-251 **\*Paper 2 due\*** [Take our online test](#)
12. The Three Theban Plays, Oedipus at Colonus [Take our online test](#)
13. The Three Theban Plays, Antigone, pp. 59-96 [Take our online test](#)
14. The Three Theban Plays, Antigone, pp. 96-128 [Take our online test](#)
15. The Oresteia, Agamemnon, pp. 99-139 **\*Paper 3 due\*** [Take our online test](#)
16. The Oresteia, Agamemnon, pp. 139-173 [Take our online test](#) **\*First semester questions due\***
17. The Oresteia, The Libation Bearers, pp. 173-227 [Take our online test](#)
18. The Oresteia, The Eumenides, pp. 227-279 [Take our online test](#)
19. Aristotle, The Poetics [Take our online test](#)
20. Plato, Gorgias; 447 - 482 [Take our online test](#)
21. Plato, Gorgias- 482 - 504 [Take our online test](#)
22. Plato, Gorgias- 504 - 527 [Take our online test](#)
23. Plutarch's Lives; Theseus, Solon, Themistocles; **\*Paper 4 due\*** [Take our online test](#)
24. Plutarch's Lives; Aristides, Cimon, Pericles; [Take our online test](#)
25. Plutarch's Lives; Nicias, Acibiades, Lysander; [Take our online test](#)
26. The Histories; Read Book I; Book II, chps 50-53 & chps 112-120; Book III, chps 37, 38, 66-87 [Take our online test](#)

27. The Histories; Read Book V, chps. 91-93, 105; Book VI, chps 42-48, 56-72, 94-120; Book VII [Take our online test](#)
28. The Histories; Read Book VIII; Book IX \*Paper 5 due\* [Take our online test](#)
29. Plato, Euthyphro [Take our online test](#)
30. Plato, Apology [Take our online test](#)
31. Plato, Phaedo- beginning to 73 [Take our online test](#)
32. Plato, Phaedo- 73 to 90a [Take our online test](#)
33. Plato, Phaedo- 90a to end \*Paper 6 Due\* [Take our online test](#)
34. Exhortation to the Greeks; Chpts. I-IV \*Second semester questions due\* [Take our online test](#)
35. Exhortation to the Greeks Chpts. V-XII [Take our online test](#)

### GBT I Paper guides

### GBT I weekly questions

**All evaluations will be written by June 7. All work to be considered must be turned in by that time.**

### Specific editions used.

*If you would like to purchase any of the following editions through the mail-order house [www.amazon.com](http://www.amazon.com), simply click on the book's link and your browser will be forwarded to their site where you can make your purchase.*

- [Iliad](#); Homer; Penquin Classics, translator-Fagles, ISBN 0670835102 [AUDIO](#) (OPTIONAL)  
[Odyssey](#); Homer; Vintage Classics, translator- Fitzgerald, ISBN 0679410473 [AUDIO](#) (OPTIONAL)  
[The Three Theban Plays](#); Sophocles; Penquin Classics, translator- Fagles, ISBN0-14-044425-4  
[The Oresteia](#); Aeschylus; Penquin Classics, translator-Fagles, ISBN 0-14-044333-9  
[Basic Works of Aristotle](#); Aristotle; (Poetics) The Modern Library, Random House, Editor- McKeon, ISBN 0394416104  
[Collected Dialogues of Plato](#); Plato; Princeton University Press; ISBN 0-691-09718-6  
[Plutarch's Lives Volume 1](#); Plutarch; Modern Library Classics; ISBN 0375756760  
[The Histories](#); Herodotus; The Landmark Herodotus, Pantheon Press, ISBN 0375421092  
[Exhortation to the Greeks \(Exhortation to the Heathen\)](#); Clement of Alexandria; Emailed from tutor

### Second year Great Books Tutorial reading list

**Students enrolled in GBT II must have completed [Euclidean Geometry](#) or be enrolled simultaneously.  
Please think upon the motto over the doorway to Plato's academy**

ἀγεωμέτρητος μηδεὶς εἰσὶτω

**Students may also take the [Classical Greek tutorial](#) for free, live or through download.**

1. Peloponnesian War; I; II,1-46 (Pages 3-118 in Landmark edition)
2. Peloponnesian War; II,47-end; III; IV, 1-41
3. Peloponnesian War; IV, 42-end; V; VI, 1-32
4. Peloponnesian War; VI, 33-end, VII, VIII
5. Republic; (Plato) I-II 367e [Audio](#)
6. Republic; II 367e-IV 427c
7. Republic; IV 427d-VI 502c \*Paper 1 due\*
8. Republic; VI502d-VII
9. Republic; VIII-IX
10. Republic; X
11. Aeneid, I-V \*Paper 2 due\*
12. Aeneid, VI-VIII
13. Aeneid, IX-XII
14. Nicomachean Ethics(Aristotle) I-II \*Paper 3 due\*
15. Nicomachean Ethics III; IV 2-3; V 1-7
16. Nicomachean Ethics VI; VII 1-3; VIII 11-14
17. Nicomachean Ethics VIII; IX
18. Nicomachean Ethics X
19. De Anima II: 1-7, 11-12 (Aristotle)
20. De Anima III: 3-13; I: 4, 408b 18-30
21. Plutarch's Lives: Lives of Caesar and Cato the Younger \*Paper 4 due\*
22. The Annals of Imperial Rome: Books I-II; (p 31-119 in penquin)
23. The Annals of Imperial Rome: Books III-VI; XV.32-47 (p. 119-227 & 360-367 in Penquin)
24. Theaetetus (Plato) beginning to 186
25. Theaetetus 186 to end
26. Physics (Aristotle) IV 1-5, 8, III4-6 \*Paper 5 due\*
27. Physics VIII 1, 5-7, 9-10
28. Metaphysics (Aristotle) I 1; IV 1-4; VI 4
29. Metaphysics VII 1-4, 16-17; VIII 1-2, 6; IX 6,8
30. Metaphysics I 2-7; II,1; XII 6-10
31. Phaedrus (Plato) Beginning-257
32. Phaedrus 257-end
33. The Nature of Things; I-III \*Paper 6 due\*
34. The Nature of Things; V-VI
35. On the Incarnation, including C.S.Lewis introduction

### Papers

1. Explain the causes that contributed to the fall of Athens. (750-1000 words)
2. Summarize an argument from one book of the Republic; or on topic of your own choosing. (750-1000 words)
3. Compare one aspect of the Iliad and Odyssey with the Aeneid; or on topic of your own choosing. (1000-1250 words)
4. Explain one argument from a chapter of the Nicomachean Ethics; or on topic of your own choosing. (750-1000 words)
5. Write a play illustrating the five types of courage Aristotle described or topic of your own choosing. (1000-1250 words)

When writing plays, please **do not** include stage directions or use contractions. Please **do** use three characters or less, include direct quotes from the GBT text and always use academic language (no slang) and pattern your style after the Platonic dialogues.

6. Topic of your own choosing. (1000-1250 words)

All topics of your own choosing must be approved by tutor and must be on a GBT II reading.

**GBT II weekly questions** These questions are to be done for your own preparation, but are not to be handed in.

**All work to be considered must be turned in within one week of the due date.**

GBT II advancement policy

During GBT II students who are not participating in class are given a warning that they could be placed on academic probation at the end of first semester. After being placed on academic probation, the student has the opportunity during second semester to show he will consistently participate in our discussions. If he does not show a sufficient level of participation during the second semester, he will not be allowed to continue with GBT III.

Though it is always a difficult matter for me not to allow students to continue, I am convinced that if they are not participating in our discussions regularly, our class format is not the best learning environment for them. Further, passively listening during class does not contribute to the discussion we develop together. Each student must come to class ready to share his understanding as we build a community of learning and joint effort at articulating the wonderful ideas we examine together.

**Specific editions used.**

[The Landmark Thucydides](#); (Peloponnesian War) Thucydides; Touchstone Books; ISBN: 0684827905

[Collected Dialogues of Plato](#); Plato; Princeton University Press; ISBN 0-691-09718-6

[The Aeneid](#); Virgil; Vintage Books; Fagels trans., ISBN 0670038032 \*new edition\*

[Plutarch's Lives Volume 2](#); Plutarch; Modern Library Classics; ISBN 0375756779

[Basic Works of Aristotle](#); Aristotle; (Poetics) The Modern Library, Random House, Editor- McKeon, ISBN 0394416104

[The Republic](#); Plato; Vintage Classics; ISBN 0-679-73387-6

[The Annals of Imperial Rome](#); Tacitus; Penquin Classics; ISBN0-14-044060-7

[The Nature of The Universe](#); (On the Nature of Things) Lucretius; Latham Translation; Penquin Classics; ISBN 0-14-044610-9

[On the Incarnation](#); Athanasius; St. Vladimir's Seminary Press; ISBN 0913836400;

Additional resources:

[Shakespeare and Virgil](#)

• **Third year Great Books Tutorial reading list**

1. Confessions; I-V
2. Confessions; VI-IX
3. Confessions; X-XI
4. City of God; Book I
5. City of God; Books II,III
6. City of God; Books IV,V
7. City of God; Books VIII,IX,15,X \***Conferenced Paper 1 due\***
8. City of God; Books XI,XII
9. City of God; Books XIII,XIV \***Paper 1 due\***
10. City of God; Books XIX,XXII
11. Proslodium;
12. Monologium; Chapters 1-40
13. Monologium; Chapters 41-79 and [Nicene Creed](#) \***Conferenced Paper 2 due\***
14. Cur Deus Homo; Book One
15. Cur Deus Homo; Book Two \***Paper 2 due\***
16. Summa Theologiae; Prima Pars (Book I), Questions 2&3 (pp.20-33 in Modern Library Edition)
17. Divine Comedy; Inferno I-XVII
18. Divine Comedy; Inferno XVIII-XXXIV
19. Divine Comedy; Purgatorio I-XVIII
20. Divine Comedy; Purgatorio XIX-XXXIII
21. Divine Comedy; Paradiso I-XVII
22. Divine Comedy; Paradiso XVIII-XXXIII
23. Summa Theologiae; Prima Pars (Book I), Question 13 (pp. 97-125 in Modern Library Edition) \***Conferenced Paper 3 due\***
24. Summa Theologiae; Prima Secundae (Book II), Questions 90-94
25. Summa Theologiae; Prima Secundae (Book II), Questions 95-97 \***Paper 3 due\***
26. Summa Theologiae; Prima Secundae (Book II), Questions 100, a 1-3,9,10,12; 106; 108; 109
27. Summa Theologiae; Secunda Secundae (Book II), Questions 1; 2; 4 (a.8 only)
28. Canterbury Tales; Prologue (through the Knight and Squire); Knight's Tale
29. Canterbury Tales; Prologue (to end), Miller's Prologue and Tale; Reeve's Prologue and Tale \*\* *Parental guidance advised* \*\*
30. Canterbury Tales; Nun's Priest's Tale and Epilogue; Wife of Bath's Prologue and Tale
31. Canterbury Tales; Clerk's Prologue and Tale; Franklyn's Prologue and Tale; Parson's Prologue and Tale (in synopsis); Chaucer's Retractions \***Conferenced Paper 4 due\***
32. As You Like It \*[Film Version](#)\*
33. Henry IV, Part I \***Paper 4 due\***
34. The Prince

## Papers

All papers should be 1600 words in length. Topics are of your own choosing, but must be approved by the tutor.

### GBT III weekly questions

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#### Specific editions used.

[Confessions](#); Augustine; Doubleday; ISBN 0-385-02955-1; translator- Ryan

[City of God](#); Augustine; Modern Library; ISBN 0-679-60087-6; translator- Dods

[Proslogium, Monologium, Cur Deus Homo](#); Anselm; Open Court; ISBN 0875481094

[Summa Theologiae](#); Aquinas; Modern Library; ISBN 0075536536; translator- Pegis

[Summa additions](#) Click here for e-reading.

Divine Comedy;

[Hell \(Inferno\)](#); Dante; Penquin; ISBN 0-14-044-006-2; translator- Sayers

[Purgatory \(Purgatorio\)](#); Dante; Penquin; ISBN 0-14-044-046-1; translator- Sayers

[Paradise \(Paradiso\)](#); Dante; Penquin; ISBN 0-14-044-105-0; translator- Sayers

[Canterbury Tales](#); Chaucer; Penquin; ISBN 0140440224;

[As You Like It](#); Shakespeare; Signet (Mass Market); ISBN 0451524608; [\\*Film Version\\*](#)

[Henry IV, Part I](#); Shakespeare; Folger; ISBN 0671722638; [\\*Film Version\\*](#)

[The Prince](#); Machiavelli; Knopf; ISBN 0679410449; translator- Marriott

[Richard II](#); Shakespeare; Folger; ISBN 0671722832; [\\*Film Version\\*](#)

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#### Fourth year Great Books Tutorial reading list

**GBT IV are encouraged to take the [Shakespeare tutorial](#) or to make sure they are familiar with the plays covered in that tutorial. The Shakespeare tutorial is available to them for free, live or through download.**

1. Don Quixote; Part I (Summer reading)
2. Don Quixote; Part II (Summer reading)
3. Institutes; I, Chapters i-ix, xv
4. Institutes; I, Chapter xvi; II Chapters iv-v.5; III Chapters xxi-xxii; IV Chapter xx
5. Commentary on Galations; Commentary on Galations 1-2
6. Commentary on Galations; Commentary on Galations 3
7. Commentary on Galations; Commentary on Galations 4-5 **\*Conferenced Paper 1 due\***
8. Bach; St. Matthew Passion- [Good English translation](#)
9. Essays of Montaigne; To the Reader; I, 26, On the Education of Children; I, 31 Of Cannibals; II, 11, Of Cruelty; III, 2, Of Repentance **\*Paper 1 due\***
10. Essays of Montaigne; III, 13, Of Experience
11. Novum Organum; I, Preface and Aphorisms 1-95
12. Discourse on the Method; Parts 1-6
13. Meditations; Synopsis, I-III **\*Conferenced Paper 2 due\***
14. Meditations; IV-VI
15. Pensees; **\*Paper 2 due\***

Please note that Pensees from the non-classified papers are added to the chapters to which they seem to be clearly related.

Chapter I Order:all

Chapter II Vanity:13, 21, 25, 30, 36, 44, 47, (p. 120) 413, 627, 628, 688, 697, 806, 978

Chapter III Wretchedness:54-56, 58, 60, 65, 71, 72, 75

Chapter IV:78, 79, 622, 641, 771

Chapter V:80,81, 83, 85, 87, 89-93, 95, 97, 98, 101-103, 577, 665, 711, 828

Chapter VI:106-108, 110-116, 118

Chapter VII:119, 121, 122, 124,-128, 131, 298, 401, 410

Chapter VIII:132-134, 136, 138, 139, 414

Chapter IX:140, 143, 145, 407

Chapter X:148

16. Pensees;

Chapter XI 149

Chapter XII 151, 152, 157, 160-162, 165, 166, 418, 427, 428, 434, 442, 444

Chapter XIII 170, 173-175, 182-185, 187, 188

Chapter XIV 189, 190, 192, 446, 449

Chapter XV 194, 195, 198-201, 511, 512, 416, 417, 431, 471

Chapter XVI 205, 208, 210, 214-216, 219, 220

Chapter XVIII 228, 232, 234, 239, 241, 242

Chapter XIX 255, 265

Chapter XXIII 298, 300, 301, 308, 309, 423, 424

Chapter XXIV 332, 335

Chapter XXVI 351-354, 357, 358, 360, 364, 372, 373, 808, 821  
Chapter XXVII 378, 380, 381, 835, 846  
The Memorial

17. Paradise Lost; I-III
18. Paradise Lost; IV; V; VI (Argument only); VII (Argument only); VIII; IX
19. Paradise Lost; X-XII
20. Leviathan; Author's Introduction, I:1-4, 12-16; Also, Calvin's Institutes; Book IV Chapter xx
21. Leviathan; II: 17,18,20,21,26,29
22. Leviathan; II: 30, 31 (paragraphs 1-5, last 5 paragraphs); III: 32 (paragraphs 1-4), 35 (first 6 paragraphs), 38 (paragraphs 3, 4, 5, 16, 17), 39, 43; IV: 44 (first four paragraphs only); 46, 47, Review and Concl.
23. Discourse on Metaphysics **\*Confereced Paper 3 due\***
24. Principles of Nature and Grace; Monadology
25. Ethics; Part I **\*Paper 3 due\***
26. Ethics; Part II
27. Treatise on Human Nature; Introduction; Book I, Part I all; Part II (except sections 4 & 5);
28. Treatise on Human Nature; Book I, Part III, Sections 1-8, 14; Part IV, sections 2, 6-7
29. Treatise on Human Nature; Book III, Part I; Part II, sections 1, 2, 5; Part III, sections 1, 3, 5
30. Vermeer; [Woman Holding a Balance](#), [A Lady Writing](#) - <http://essentialvermeer.20m.com/> **\*Confereced Paper 4 due\***
31. Gulliver's Travels; I, II
32. Gulliver's Travels; III, IV **\*Paper 4 due\***
33. [North and South](#) (film version)
34. Second Treatise on Government (Concerning Civil Government); Chs. I-IX
35. Second Treatise on Government (Concerning Civil Government); Chs. X-XIX

### Papers

All papers should be 1800 words in length. Topics are of your own choosing, but must be approved by the tutor.

### [GBT IV weekly questions](#)

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#### Specific editions used.

**Please note- many of these texts are expensive. If you need to substitute cheaper editions, please feel free to do so. The texts listed are the finest editions available.**

[Don Quixote](#); Cervantes; Random House; ISBN 0679602860; translator- Putnam

[Institutes of the Christian Religion](#); (Great Edition) Calvin; The Westminster Press; ISBN 0664220282; translator- Battles

[Institutes of the Christian Religion](#); (OK Edition) Calvin; Eerdmans; ISBN - 0802881661 Translator- Beveridge

[Commentary on Galatians](#); Luther; Revell; ISBN 0891079947;

[St. Matthew Passion](#); Johann Sebastian Bach; B000CDIOYO DVD Version (Watch with subtitles!!) [Netflix Version](#)

To watch the St. Matthew passion on youtube.com just do a search for "St. Matthew Passion Richter"

[Essays](#); Montaigne; Stanford University Press; ISBN 0804704864; translator- Frame

[Novum Organon](#); Bacon; Library of the Liberal Arts (Pap Txt); ISBN: 0023033800

[Discourse on Method, Meditations](#); Descartes; Cambridge Press; ISBN 0521358124; translators- Stoothooff & Cottingham

[Pensees](#); Pascal; Penquin; ISBN 0140446451

[Paradise Lost](#); Milton; Prentice Hall; ISBN: 0023582901

[Paperback Version](#)

[Leviathan](#); Hobbes; Penquin; ISBN 0140431950

[Ethics](#); Spinoza; Everyman; ISBN 0460873474

[Discourse on Metaphysics, Monadology, Principles of Nature and Grace](#); Leibniz; Open Court Classics; ISBN 0872200620

[A Treatise of Human Nature](#); Hume; Penquin; ISBN 0140432442

[Woman Holding a Balance, A Lady Writing](#) Vermeer;

[Gulliver's Travels](#); Swift; Penquin; ISBN 0140430229

[North and South](#); Brian Perceval director (film version)

[Second Treatise on Government \(Concerning Civil Government\)](#); John Locke; Prometheus Books; ISBN 0879753374; Other editions will suffice.

Additional resources:

[Babbett's Feast](#) - in addition to Montaigne

[The Confraternity of Saint-George](#) - in addition to Cervantes

[Life of John Milton](#) - in addition to Milton

[Galileo's Battle for the Heavens](#) - in addition to Bacon

[Leaders in Battle: Oliver Cromwell](#) - in addition to Hobbes

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#### Fifth year Great Books Tutorial reading list

1. Prolegomena to Any Future Metaphysics; Preface, Preamble, First and Second part
2. Prolegomena to Any Future Metaphysics; Third part, Conclusion, Solution
3. Discourse on the Origins of Inequality
4. The Social Contract
5. Foundations of the Metaphysics of Morals; Preface, Sec.1
6. Foundations of the Metaphysics of Morals; Sec. II, III; What is Enlightenment? **\*Paper #1 topic due**



7. Wealth of Nations; Book I, chapters I-IX

8. Wealth of Nations;

- Book I, chapter X
- Book I, chapter XI (first paragraph and Conclusion)
- Book II, chapter I (first five paragraphs only)
- Book II, chapter III (first two-thirds, stopping before the paragraph beginning, "The annual produce...")
- Book III, chapter II (first six paragraphs only)
- Book III chapter IV (omitting the last five paragraphs)
- Book IV, chapter II (first fifteen and last three paragraphs only)
- Book IV, chapter IX (last four paragraphs only)
- Book V, chapter I, Part I

9. Wealth of Nations; Book V, chapter I, Parts 2, 3 and 4 (p.708-816)

10. Declaration of Independence, Articles of Confederation, The Federalist: 1, 2, 6, 9-11, 12 (first three paragraphs), 14

11. The Federalist; 15-17, 23, 31, 37-39, Constitution of the United States **\*Paper #1 Due**

12. The Federalist; 47-51, 57, 62-63, 68, 69, 76, 78

13. Huckleberry Finn

14. Logic; Sections 1-15,20-25,79-98

15. War and Peace (Christmas reading)

16. War and Peace **\*Paper #1 Revision Due**

17. Phenomenology of Spirit; Sections 73-77; Sense Certainty, Perception, sections 90-113; Lordship and Bondage, sections 165, 178-196

18. Phenomenology of Spirit; Stoicism and Skepticism, sections 197-206

19. Phenomenology of Spirit; Unhappy Consciousness, sections 207-230

20. Phenomenology of Spirit; Consciousness and the Beautiful Soul, sections 632-658

21. Phenomenology of Spirit; The Beautiful Soul and Forgiveness, sections 659-671, Absolute Knowing, sections 806-808

22. Capital; 102 (mid)-103; 125-180 (mid); 198-209; 247-280; 283-306; 675-682; 307-310 (top); 320-325 **Paper #2 Topic Due**

23. Capital; 340-344 (mid); 367-368 (top); 375-377 (top); 417-458; 470-486 (mid); 508-518; 526-537 (top); 544-553; 615 (bot) -621 (mid); 636-639; 655-658 (mid); 666-667

24. Capital; 711-757; 762-772; 873-876; 914-930

25. Fear and Trembling; Beginning through Problem 1

26. Fear and Trembling; Problems II, III and Epilogue

27. Tristan and Isolde

28. Beyond Good and Evil; Preface, Parts (Books) 1; 2; 3; 4, epigrams 150-164; 5; 6; 7; 8, epigrams 241-242,248,250,253,255; 9

29. The Brothers Karamazov (Spring Break reading)

30. The Brothers Karamazov **\*paper #2 Due**

31. Democracy in America; ISBN 0060915226; Volume I: Author's Introduction; Part I, chaps. 3,5,6; Part II chaps. 7-10

32. Democracy in America; Volume (or part) II (p.417); Part I, chaps. 1-3,5,15; Part II, chaps. 1-15; Part IV, chaps 6-8

33. The Ego and the ID

34. The Abolition of Man **Paper #2 Revision Due**

35. God in the Dock, I; 1-5,8,9,16,18,21,23, II; 4,8,12, III; 1,2,8

### **Specific editions used.**

[\*Prolegomena to Any Future Metaphysics\*](#); Kant; ISBN 0872205932; editor- Ellington; Hackett

[\*The Social Contract and Discourses\*](#); Rousseau; ISBN 0460873571; Editor- Brumfitt;

[\*Foundations of the Metaphysics of Morals\*](#); Kant; ISBN 0023078251; Editor- Beck

[\*Wealth of Nations\*](#); Adam Smith; ISBN 0865970084; Liberty Press

[\*The Federalist\*](#); Hamilton; Jay; Madison; ISBN 0679603255; College Library

[\*Huckleberry Finn\*](#); Mark Twain; ISBN 0520053370 ; University of California

[\*War and Peace\*](#); Leo Tolstoy; ISBN 039396647; W.W.Norton

[\*Logic\*](#); Hegel; ISBN 0198245122; Oxford

[\*Phenomenology of Spirit\*](#); Hegel; ISBN 0198245971; Oxford

[\*Capital\*](#); Marx; ISBN 039472657X; Random House

[\*Fear and Trembling\*](#); Kierkegaard; ISBN 0691020264; Princeton

[\*Tristan and Isolde\*](#); Wagner; ASIN B000001GXS; Deutsche Grammophon [DVD Version](#) (Watch with subtitles!!)

[\*Beyond Good and Evil\*](#); Nietzsche; ISBN 0679724656; Vintage Books

[\*The Brothers Karamazov\*](#); Dostoevsky; ISBN 0393092143; Norton

[\*Democracy in America\*](#); Alexis de Tocqueville; ISBN 0060915226; Harper and Row

[\*The Ego and the ID\*](#); Freud; ISBN 0393001423; Norton

[\*The Abolition of Man\*](#); Lewis, ISBN 0060652942, Harpers

[\*God in the Dock\*](#); Lewis, ISBN 0802808689 , Eerdmans

### **Papers**

All papers should be 3600 words in length. Topics are of your own choosing, but must be approved by the tutor. First semester papers may be on any book in GBT I-V, however the second semester paper must be on a book studied in GBT I-III. Students are required to present their papers before their peers for examination at the end of each semester.

Additional resources:

[Thomas Jefferson](#) - in addition to founding documents

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### **Great Books Five Plus**

The time I spent at St. John's College has been the foundation of much of what I have done through ETS. Much of what I learned there has been incorporated and adapted into the ETS program. However, there are a few weak points that I have wanted to address that are really too large to fit into the regular GBT sequence. GBT V Plus is my attempt to address these gaps for students who would like to spend the extra time doing so during the final year of GBT. The

program is still very much under development, but the major subjects I would like to cover are: History of Science, History of Mathematics, Music Appreciation and Theory, and Art History. Further, students who have not yet studied Greek will be using the recordings of the Greek tutorial to complete their knowledge of Classical Greek. There is no cost for the GBT V plus program, but the students involved will be helping the Hinrichs family with the homeschooling of our own boys and helping grade the GBT I papers. Please register by contacting Mr. Hinrichs directly. GBT V plus is only available to local students.

The Great Books tutorial provides a very fine survey of the ideas that have shaped our culture in philosophy, literature, theology and political science. One of the great advantages of the Great Books approach is that we attempt to understand all these fields by seeing how they developed in relation to one another as we read through the great texts chronologically. However, there is a conspicuous absence in that we do not substantially address the connections between science and mathematics and the other Great Books. There are many connections with the history of science and mathematics that help to make the issues discussed in philosophy, literature, theology and political science more understandable and meaningful.

I have always wished that I could teach the history of science and mathematics in conjunction with the Great Books tutorial to bring out these connections in more detail; however, a serious lack of discipline on my part dissuades me from that path. [St. John's College](#) has a program wherein one spends four years going through the great books of mathematics and science to experience this story firsthand. However, for those with less Olympian-sized budgets, I recommend the lectures in mathematics and science provided by The Teaching Company- [History of Science: Antiquity to 1700](#), [History of Science: 1700-1900](#) and [Queen of the Sciences: A History of Mathematics](#). The videos are fairly expensive- the sets usually list around \$350 a piece, however, they often go on sale for around \$70 and if you are [Ebay](#) savvy you can find them at further discount there. You can also resell them on Ebay once you are done with them. If you do not want to purchase them on Ebay, contact [www.teach12.com](http://www.teach12.com) so that you can get their catalog and watch for them to go on sale.

Part 1 of [History of Science: Antiquity to 1700](#) begins with the Babylonian and Egyptians, but focuses primarily on the contributions of the Greeks. In order to provide context to the overview of Greek science, Dr. Principe provides a wonderful survey of the main themes of Greek philosophy. Parts 2 and 3 cover science in the Christian West during the Middle Ages, the substantial contributions of the Islamic scholars, the rise of Scholasticism, the Copernican Revolution, Isaac Newton and the rise of chemistry. [History of Science: 1700-1900](#) continues the story by discussing the rise of science in the Enlightenment and modern age. You can see full details on the topics covered at [History of Science: Antiquity to 1700](#) and [History of Science: 1700-1900](#). These lectures work particularly well with GBT as they continually discuss how theology and philosophy affect and are affected by the development of science. This perspective encourages students who tend to think of learning as simply mastering distinct subjects to consider how everything they are learning is simply working towards a complete understanding of the world- what we might simply call wisdom.

I do not know if the professors are Christians, but they should be understood as descriptive historians and not prescriptive polemicists. They do discuss the relation of Christianity to many scientific issues, but often it is not in order to promote a particular understanding of how faith and science should relate, but most often simply to survey the various approaches that have been given throughout history.

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### Good Words about the Great Books Tutorial

"Fritz Hinrichs is very knowledgeable in the great texts of our intellectual history. He loves to teach them and has an infectious delight in the material as well as a mature Christian viewpoint of them."

**John Frame**

**Professor- Reformed Theological Seminary**

"In the Great Books Tutorial, our son has been given a basis for looking at Western thought through Biblical spectacles. The enthusiasm and expertise which ETS offers is unsurpassed."

**Dr. and Mrs. Jim Newheiser, Jr.**

**Pastor- Grace Bible Church**

"I've been looking for something like this for years! Fritz Hinrichs' Great Books Tutorial is giving our teenaged sons a great start on the intellectual life. Reading and discussing truly great books (as opposed to faddish lists of "modern classics") is not only great preparation for college, but for life itself. An excellent teacher and excellent, uplifting content -- what more could you ask? I highly recommend this course to every homeschool family!"

**Mary Pride**

**Editor- Practical Homeschooling Magazine**

"Fritz Hinrichs offers a remarkable opportunity to homeschoolers, that being the tutorial relationship as the means for the study of the great works of Western Civilization. Drawing on his undergraduate background in the Classics and his seminary training in theology and apologetics, he carefully guides his students through the readings to an understanding of the interplay between the Christian and non-Christian ideas that have molded the thinking of our culture. It has been immensely rewarding to me as a parent to see my children's minds kindled with interest as they are drawn into dialogue with their tutor and fellow students. This is learning at its best!"

**Margaret Ahern**

**Mother of three GBT students**

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### Common Questions on the Great Books Tutorial

#### ***At what age should my child enter the Great Books Tutorial?***

This is a common question but it does not have an easy answer. GBT is oriented towards students between 13 and 20. If a student is planning to go to a four year college immediately after high school, it would be good to complete the five year sequence before graduating from high school. However, to begin so young requires a very good reader. Many students start later knowing that they will be spending a couple of years in community college and are able to continue in GBT while in community college. Some college students have even been able to get credit for GBT by applying for directed study credits through their college.

I encourage students to augment their time in GBT by taking courses such as [Shakespeare, Greek and Euclid](#) that deepen their understanding of the conversation of ideas contained in the Great Books. This deepened understanding allows them to participate in our discussions at a more college level. I require my GBT students to finish Euclid by the end of GBT II. I encourage them to take Shakespeare along with GBT IV. I also encourage Greek during GBT I or II.

I recommend that parents who are considering GBT purchase some of the books we read and see for themselves whether their student's reading abilities are adequate for the readings required. Students may not begin before they are 12 years old.

#### ***How can I prepare my child for the Great Books Tutorial?***

I find that most students who thrive in GBT come from families where discussions are the norm at mealtimes, the scriptures are read seriously, music is a valued part of life, books are considered to be ends and not means, and parents strive to live out the goals they put forward for their own children. A healthy dose of Greek and Roman history is very helpful through elementary years.

Specifically, I recommend the *Famous Men of Greece* series from [Greenleaf Press](#), as well as the D'Aulaires *Book of Greek Myths* (Ingrid and Edgar Parin D'Aulaire; Published by Delacorte Press; ISBN 0-385-01583-6 Trade, ISBN 0-385-15787-8 Paperback). Of course, whatever study in Greek and Latin you can manage will be a

great aid. The vocabulary required in the readings really stretches most readers and their vocabulary acquisition will greatly enhanced if they are able to draw on the the etymological skills that the study of the ancient language provides. If you will not study both Greek and Latin, I would recommend that you study Greek.

It is sad that Greek always seems to be seen as that "other" classical language. Studying both Greek and Latin is the ideal of course; however, if you must study only one, I would recommend that you make that language Greek. The advantages I see are the following; 1) Greek is the language of the New Testament, 2) Greek study provides the same advantages to vocabulary acquisition as Latin and, 3) the great classical works that demand close linguistic study are more often Greek than Roman. Let me state once again though, for the classicist, there is only one right answer to the question, "How many languages should I learn?" It is "more."

***Does Mr. Hinrichs ever miss class?***

Yes. Of the 35 weeks in the year, I miss 4 on average. Reasons for missing are typically: birth of a child, leading a Europe trip, jury service and illness. I will attempt to arrange a substitute when absent, however, if this is not possible, the student may need to listen to the class recording that week or work on his own. There will not be any pro-rated refund of tuition for missed tutorials; however, I will endeavor to keep absences to a minimum.

***Does Mr. Hinrichs grade all papers?***

Yes, except for the GBTI papers for which I will use other graders.

***Why must students take the five years in sequence and why is the study of Euclid's Elements required?***

The great books are read chronologically because authors tend to reference authors in the past rather than the future. Literary fame and influence have rarely been bestowed upon writers who have not yet existed. Seriously... important themes are developed and deepened through time as various authors touch upon them from differing perspectives. In order to understand this conversation, we need to follow it in the historical progress in which it developed. Thus, students are not allowed to take any of the years of GBT without completing all of the previous years' tutorials.

The conversation of western history is not limited to just literature, but involves mathematics, science, philosophy, literature, theology and many other fields. In order to grasp this development, it would be best to study mathematics and science in a historical fashion along with the great books as is done at St. John's College. However, fitting this into a high school curriculum is perhaps even beyond the capabilities of a home-school mother. Yet, a good understanding of western literature cannot be had without at least reading the Homer of mathematics- Euclid. Thus, my students must study [Euclid's Elements](#) before completing GBT II.

***After going through the Great Books Tutorial is college necessary?***

This is a difficult question. Certainly there are certain prudential considerations that push one towards getting a degree; however, prospective GBT students should be warned that after going through the tutorial some college classes may seem a little rudimentary.

***Does Mr. Hinrichs confront plagiarism?***

Gladly! Please see <http://www.sparknotes.com/help/plagiarism.html> for helpful guidelines to help you diagnose this particular malady. Plagiarism is best understood with the following analogy; adultery/marriage = plagiarism/writing.

***Can students start the tutorial in any year?***

No. In odd years, GBT I, III & V are available. In even years, GBT II & IV are available as well as Shakespeare and Greek. Thus, students are only able to start the tutorial in odd years. If you would like to start in a even year, please see one of our affiliated tutorial services- <http://www.gbt.org/tut.html>



### ***What recommendations do you have for the study of math and science for a Great Books student?***

I do not often get this question, but I wish I did, so here is my answer.

The Great Books tutorial provides a very fine survey of the ideas that have shaped our culture in philosophy, literature, theology and political science. One of the great advantages of the Great Books approach is that we attempt to understand all these fields by seeing how they developed in relation to one another as we read through the great texts chronologically. However, there is a conspicuous absence in that we do not substantially address the connections between science and mathematics and the other fields. There are many connections with the history of science and mathematics that help to make the issues discussed in philosophy, literature, theology and political science more understandable and meaningful.

I have always wished that I could teach the history of science and mathematics in conjunction with the Great Books tutorial to bring out these connections in more detail; however, a serious lack of discipline on my part dissuades me from that path. [St. John's College](#) has a program wherein one spends four years going through the great books of mathematics and science to experience this story firsthand. However, for those with less Olympian-sized budgets, I recommend the lectures in mathematics and science provided by The Teaching Company- [History of Science: Antiquity to 1700](#), [History of Science: 1700-1900](#) and [Queen of the Sciences: A History of Mathematics](#). The videos are fairly expensive- the sets usually list around \$350 a piece, however, they often go on sale for around \$70 and if you are [Ebay](#) savvy you can find them at further discount there. You can also resell them on Ebay once you are done with them. If you do not want to purchase them on Ebay, contact [www.teach12.com](http://www.teach12.com) so that you can get their catalog and watch for them to go on sale. If you are a local student and would like to borrow my copies, please contact me.

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The best schedule for integrating the lectures with GBT would be the following. Keep in mind that each of the parts listed contains twelve thirty-minute lectures.

- GBT I** [History of Science: Antiquity to 1700](#) Part 1
- GBT II** [History of Science: Antiquity to 1700](#) Part 2
- GBT III** [History of Science: Antiquity to 1700](#) Part 3
- GBT IV** [History of Science: 1700-1900](#) Part 1&2
- GBT V** [History of Science: 1700-1900](#) Part 3

The Teaching Company also has a set of lectures on the history of mathematics which covers much of the same material as the history of science set does, however, with much more mathematical detail that students who have studied Pre-Calculus will be able to appreciate- [A History of Mathematics](#). I also recommend their set [Great Authors of the Western Literary Tradition, 2nd Edition](#) for those who would like to have further commentary on their Great Books readings. I also recommend; [Joy of Science](#), [Joy of Mathematics](#), [Dutch Masters: The Age of Rembrandt](#), [Classical Mythology](#), [Iliad and Odyssey of Homer](#), [The Aeneid of Virgil](#), and [Herodotus: The Father of History](#).

### **How would I fit the Great Books Tutorial into a traditional high school curriculum?**

One of the advantages of the GBT is that it does not compartmentalize knowledge by breaking it down into a myriad of subjects. I heartily agree with C.S.Lewis when he said, "We ought to teach far fewer subjects and all of them much better." GBT draws together subject matter from History, Philosophy, Theology, Literature and Political Science. All of these subjects are presented as they worked themselves out in our culture's development- as a complex battle of ideas.

To see how to structure a curriculum around the Great Books Tutorial, please see our [curriculum guide](#). For a details on the number of credits for each course, please see our [credits breakdown](#).

Each year could be broken down into traditional subjects in the following manner.

### **Great Books Tutorial I**

**History**  
**The Histories**  
**The Rise and Fall of Athens**  
**\* Six weeks study \***  
**Philosophy**  
**The Poetics**  
**The Last Days of Socrates**  
**\* Six weeks study \***  
**Theology**  
**Exhortation to the Greeks**  
**\* Two weeks study \***  
**Literature**  
**Iliad**  
**Odyssey**  
**The Three Theban Plays**  
**The Oresteia**  
**\* Eighteen weeks study \***  
**Government (Civics)**  
**Gorgias**  
**\* Three weeks study \***  
**Writing (Composition)**  
**Seven papers totaling 18 to 28 pages.**

#### **Course Description**

*Great Books Tutorial I comprehensively surveys classical Greek and early patristic literature. The course integrates readings from History, Philosophy, Theology, Literature and Government in order to examine the development of Western cultural trends and ideas from a Biblical worldview. Also provided are expositional and argumentative writing exercises based on analytical reading and critical thinking. This is an honors level course.*

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### **Great Books Tutorial II**

**History**  
**The Peloponnesian War**  
**The Annals of Imperial Rome**  
**The Lives of Caesar and Cato the Younger**  
**\* Seven weeks study \***  
**Philosophy**  
**De Anima**  
**Theaetetus**  
**Physics**  
**Metaphysics**  
**Phaedrus**  
**The Nature of Things**  
**Nichomachean Ethics**  
**\* Eighteen weeks study \***  
**Theology**  
**On the Incarnation**  
**\* One week study \***  
**Literature**  
**Aeneid**  
**\* Three weeks study \***  
**Government (Civics)**  
**The Republic**  
**\* Six weeks study \***  
**Writing (Composition)**  
**Six papers totaling 21 to 27 pages.**

#### **Course Description**

*Great Books Tutorial II comprehensively surveys classical Greek, Roman and early patristic literature. The course integrates readings from History, Philosophy, Theology, Literature and Government in order to examine the development of Western cultural trends and ideas from a Biblical worldview. Also provided are expositional and argumentative writing exercises based on analytical reading and critical thinking. This is an honors level course.*

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### **Great Books Tutorial III**

**Literature**  
*Canterbury Tales*

As You Like It  
Henry IV, part I  
Richard II  
\*7 weeks study\*

**Theology**

Confessions  
City of God  
Prologium, Monologium, Cur Deus Homo  
Summa Theologiae  
Divine Comedy  
\*27 weeks study\*

**Government**

The Prince  
\*1 week study\*

**Writing (Composition)**

Four papers totaling 24 to 28 pages.

**Course Description**

Great Books Tutorial III comprehensively surveys classical patristic and Medieval literature. The course integrates readings from Theology, Literature and Government in order to examine the development of Western cultural trends and ideas from a Biblical worldview. Also provided are expository and argumentative writing exercises based on analytical reading and critical thinking. This is an honors level course.

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**Great Books Tutorial IV**

**Philosophy**

Essays of Montaigne  
Novum Organum  
Discourse on Method  
Meditations  
Discourse on Metaphysics  
Principles of Nature and Grace  
Monadologys  
Ethics  
Treatise on Human Nature  
\* Fifteen weeks study \*

**Theology**

Institute of the Christian Religion  
Commentary on Galations  
St. Matthew Passion  
Pensees  
\* Eight weeks study \*

**Literature**

Don Quixote  
Paradise Lost  
Gulliver's Travels  
Emma  
\* Eight weeks study \*

**Government (Civics)**

Leviathan  
\* Three weeks study \*

**Art**

Woman Holding a Balance  
A Lady Writing  
\* One week study \*

**Writing (Composition)**

Four papers totaling 24 to 28 pages.

**Course Description**

Great Books Tutorial IV comprehensively surveys Reformation and Enlightenment literature. The course integrates readings from Theology, Literature and Government in order to examine the development of Western cultural trends and ideas from a Biblical worldview. Also provided are expository and argumentative writing exercises based on analytical reading and critical thinking. This is an honors level course.

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**Great Books Tutorial V**

**Philosophy**

Prolegomena to Any Future Metaphysics (2)  
Foundations of the Metaphysics of Morals(2)  
Phenomenology of Spirit (5)

**Beyond Good and Evil**  
**Phenomenology and the Crisis of Philosophy**

**\* Eleven weeks study \***

**Theology**

**Fear and Trembling**

**God in the Dock**

**\* Two weeks study \***

**Literature**

**Huckleberry Finn**

**War and Peace (2)**

**The Brothers Karamazov (2)**

**\* Five weeks study \***

**Government (Civics)**

**Discourse on the Origins of Inequality**

**The Social Contract**

**Wealth of Nations (3)**

**Declaration of Independence**

**Articles of Confederation**

**The Federalist**

**Democracy in America (2)**

**\* Ten weeks study \***

**Psychology**

**The Ego and the ID**

**\* One week study \***

**Economics**

**Wealth of Nations (3)**

**Capital (3)**

**\* Six weeks study \***

**Art**

**Tristan and Isolde**

**\* One week study \***

**Writing (Composition)**

**Two papers totaling 24 to 28 pages.**

**Course Description**

Great Books Tutorial V comprehensively surveys Modern literature. The course integrates readings from Theology, Literature and Government in order to examine the development of Western cultural trends and ideas from a Biblical worldview. Also provided are expository and argumentative writing exercises based on analytical reading and critical thinking. This is an honors level course.

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**All class times are Pacific Standard Time**

**Calendar - Even Year**

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>8:00-10:00</b>	<b>Geometry</b>	<b>Geometry</b>	<b>GBT II</b>	<b>Shakespeare (free)</b>	<b>GBT II Local Only</b>
<b>10:00-12:00</b>	<b>Geometry</b>	<b>GBT II</b>	<b>GBT IV</b>	<b>Classical Greek (free)</b>	<b>GBT IV Local Only</b>

## Calendar - Odd Year

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-10:00	Geometry	Classical Greek II (free)	GBT III	GBT I	GBT I Local Only
10:00-12:00	GBT I	GBT III Unconfirmed	GBT V Local/Online	GBT I Local Only	GBT III Local Only

All classes are online only unless marked otherwise.

**First semester begins Labor Day and ends January 16th. Second semester begins January 16th and ends the last week of May. Unconfirmed tutorials will be confirmed when sufficient enrollment is received.**

To sign up for our tutorials,  
please see  
<http://www.gbt.org/fregform.html>





# Great Books Writing Guide

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## GBT 1 Paper Guides

[GUIDE #1](#)

[GUIDE #2](#)

[GUIDE #3](#)

[GUIDE # 4](#)

[GUIDE # 5](#)

[GUIDE # 6](#)

## General Guides for all GBT students

[Writing Component Policies](#)

[How to read and analyze your GBT assignments](#)

["But writing is soooo hard. . . "](#)

[Before you submit your work, please do the following....](#)

### *Does Mr. Hinrichs confront plagiarism?*

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GBT students are encouraged to include one Greek or Latin phrase in each paper. Many can found at:

[http://en.wikipedia.org/wiki/List\\_of\\_Greek\\_phrases](http://en.wikipedia.org/wiki/List_of_Greek_phrases)

[http://en.wikipedia.org/wiki/List\\_of\\_Latin\\_phrases: A](http://en.wikipedia.org/wiki/List_of_Latin_phrases:A)

For additional writing helps, please see - <http://www.grammarbook.com>

Please submit all papers with the body of your text in **Garamond 12 pt. font**. Please single space all text and do not use justified margins. Please put all citations in footnotes rather than the body of the text.

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## **GBT 1 - PAPER GUIDE #1 - Narrative Writing - Homer's Iliad**

### **NARRATION**

**Narration is storytelling. It recounts actions and events, and can be fiction or non-fiction. A play-by-play commentator narrates the baseball game for his radio audience, a biographer narrates someone's life story, and Homer narrates the story of Achilles' rage in The Iliad. Narration presents characters in action through description and dialogue.**

### **ASSIGNMENT:**

**Pick one book or scene from The Iliad and condense it into your own 500-1000 word narrative. Remember, a narrative is not a summary or a book report. It does not tell about a story, it *\*is\** the story. It should have a "Once upon a time..." feel to it, complete with dialogue, point of view, tone, and vivid description.**

### **SOME ELEMENTS OF NARRATIVE WRITING TO INCLUDE:**

**\* POINT OF VIEW - who the narrator (not to be confused with the author) is in connection with your narrative. Homer used the third person point of view, but you are encouraged to think creatively of how another point of view could present the story. Here are the five different possibilities:**

**1) FIRST PERSON PARTICIPANT - the story is narrated by one of the main characters in the story.**

**2) FIRST PERSON OBSERVER - the story is narrated by a minor character, someone plays only a small part in the plot.**

**3) THIRD PERSON OMNISCIENT - the story is narrated not by a character, but by an impersonal author who sees everything and knows everything (including thoughts) related to all characters.**

**4) THIRD PERSON LIMITED - the story is narrated by the author, not by a character, but the author focuses on the thinking and actions of a particular character.**

**5) OBJECTIVE- a narrator who describes only what can be seen, as a newspaper reporter.**

**\* TONE - the author's attitude towards the main characters and the unfolding events. Does the author (that's you!) view the**

characters impersonally, or with affection, sarcasm, humor, disdain, sympathy, or something else?

\* **DIALOGUE** - use this to convey the thoughts and feelings of characters.

\* **DESCRIPTION**- use your powers of observation to produce vicarious sensory experiences for your readers. In describing things, think of how they are perceived by each of your five senses - taste, touch, smell, sight, hearing. Be specific and detailed (instead of just "green", "emerald green" or "spinach green"), and try out some figurative language. Think of what that sight or smell might remind you of and make a simile or a metaphor out of it. Don't forget that description can be used to picture people and illuminate character for the reader.

**BEFORE YOU SUBMIT YOUR PAPER TO MR. HINRICHS** be sure to click [here](#) for last minutes tips on catching your writing errors.

To remind yourself of the ETS Writing Component Policies, click [here](#).

To remind yourself how to think analytically about your GBT readings, click [here](#).

### **Common errors on paper #1 as explained by Dr. Lund**

**A. NARRATIVE STYLE:** When I gave you the assignment I specified that this first essay was to be an exercise in "narrative" writing. That means "telling a story." You were to "re-tell The Iliad in your own words," remember? Well, most of you gave me more of a summary than a story. That's a common problem with an assignment like this. Narrative writing is a challenge, especially when it involves an abbreviated re-telling of such a long epic.

**B. GRAMMAR:** There were a number of grammatical mistakes which occurred frequently in your essays:

**1. TENSE-DISAGREEMENT:** Many of you were very inconsistent in the tenses of your verbs. You would switch back and forth frequently between the present tense and the past tense. Verb tenses in an essay, both within the individual sentences, and throughout the essay as a whole, are supposed to agree. For example: "When Achilles heard the news [past tense], he went out and wept openly [past tense]." But many of you wrote things like this: "When Achilles heard the news [past tense], he goes out and weeps openly [present tense]."

**2. RUN-ON SENTENCES:** Some of you periodically ran sentences together, lacking proper punctuation and confusing the relationships among clauses. Learn to recognize main clauses and to distinguish them from subordinate clauses. A clause is a group of related words which contains both a verb and its subject. A main clause can stand alone. A subordinate clause cannot. Correct run-on sentences by one of the following methods, either by subordinating one of the main clauses, or by making each main clause into a separate sentence. For example, consider the following run-on sentence: "The Trojans take their offer to Menelaus and he does not accept, the

war continues." This sentence can be corrected either by subordinating the first two clauses as follows: "When the Trojans took their offer to Menelaus and he refused to accept, the war continued;" or by separating the clauses as independent sentences, as follows: "The Trojans took their offer to Menelaus and he did not accept.

The war continued."

**3. SPELLING & TYPOGRAPHICAL ERRORS:** Please check your spelling before sending in your essays. There were numerous spelling mistakes in some of them, and some mistakes in almost all of them.

**4. USE OF THE APOSTROPHE:** Form the possessive singular of nouns by adding 's. Follow this rule whatever the final consonant. Thus write: Charles's friend; Hector's enemy; the captain's victory. An exception is usually made for the possessives of ancient proper names ending in -es or -is. For example: Jesus' name; Achilles' wrath; Peleus' son; the Achaeans' ships.

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## **GBT 1 - PAPER GUIDE #2 - EXPOSITORY WRITING - HOMER'S ODYSSEY**

### **EXPOSITION**

**“Expository writing” or “exposition” is writing that explains.**

**Your first writing assignment focused on the Narrative Mode (storytelling). In this assignment we will practice using the Expository Mode. Most writing done in the world today -- in magazines, books, newspapers, on websites, and in owner's manuals, is expository writing. Expository writing does not sound like storytelling.**

### **ASSIGNMENT**

**Explain how Homer depicts Odysseus as a heroic character. What character traits does he give him to draw our admiration to his nature?**

**To write this paper you need to closely examine the character of Odysseus. He is constantly faced with challenges, struggles, and adversity. How does he respond? Explain by analysis -- breaking down his character into particulars and then for each particular give at least one illustration from the story. Briefly give this example (you do not need to re-tell the example in detail) and then spend twice as much time commenting on it, showing the reader how the example supports your idea.**

**LENGTH - Please write from 500-750 words on this topic.**

**ELEMENTS OF EXPOSITORY WRITING TO INCLUDE (use this as a checklist)**

- **Explain by ANALYSIS -- breaking down into particulars. Don't say Odysseus was "good"; name his particular virtues.**
- **ILLUSTRATE. For each particular, give at least one anecdotal example from the book. In other words, if you think Odysseus was brave, tell me that, but then also tell me of at least one incident from the book that led you to that conclusion. TIP: This is one element of expository writing that is a great weakness among many students. Neglecting to illustrate makes for very weak and boring writing, so be sure to get in the habit of including it now.**

**PREWRITING TIPS:**

**Expository writing needs to be organized so that your reader can easily follow your train of thought. Your basic structure should be:**

**I. Title**

**II. Introduction**

**III. Body (2-3 paragraphs, for this particular essay)**

**IV. Conclusion**

**Your title and introduction should grab and focus the reader's attention on what your paper is all about. Your conclusion should "wrap up" your thinking and rephrase your main idea, not leaving the reader hanging.**

**In between your introduction and your conclusion, the body of your paper must be a step-by-step explanation of your thinking processes on the topic at hand. "Step-by-step" indicates a high level of specifics and an avoidance of generalities. Don't tell us that Odysseus was good; tell us how he was good -- in what particular area of character -- and give us an anecdote from the story to prove it.**

A helpful "formula" for the body paragraph is as follows: (I will use an example from The Iliad so as not to encourage you to imitate this too closely for this paper)

1<sup>st</sup> sentence: Topic sentence. Here, you tell us what you intend to say in this paragraph: "Paris is selfish."

2<sup>nd</sup> sentence: Concrete Detail #1. Here, you give us a specific example or quote from the text to support your topic sentence: "Rather than showing concern for the consequences which will certainly follow, Paris readily steals Helen away from her rightful husband when Aphrodite offers her to him."

3<sup>rd</sup> sentence: Commentary. Here, you comment on the example, much in the same



way a sports commentator explains what is happening in an athletic event. You can also further explain details of the concrete detail, as support for your topic sentence.

“This action leads to a decade-long war which costs the lives of many men.”

4<sup>th</sup> sentence: Further Commentary. Take your ideas further. What else can you draw out of this example? “Furthermore, in the midst of this war, Paris enjoys his time with Helen, not appearing to show any sign of remorse or guilt.”

5<sup>th</sup> sentence: Concrete Detail #2. "When Hector comes to him to tell him to get back into battle, Paris wheedles, "I only wanted to plunge myself in grief." (l. 398)"

6<sup>th</sup> sentence: Commentary. "Paris's words display a disgusting lack of true grief for the men who are dying while he indulges in his feelings."

7<sup>th</sup> sentence: Further Commentary. "He admits that Hector is fairly criticizing him, but again, he shows no change of heart or shame for his actions.

8<sup>th</sup> sentence: Concluding Sentence. Here, you give a thought to tie it all together and transition into the next paragraph. "Throughout the rest of The Iliad, Paris's actions speak loudly to illustrate his character (or lack thereof) to us."

**To help you collect your thoughts before you begin composing the body of your paper, I would suggest you use one of these three options:**

**1. OUTLINE - This is probably what most of you have been taught, and it is the most organized approach. However, there are other ways to get the job done with shorter papers or younger students. Read on if you're not yet confident in outlining.**

**2. LISTS - For this paper, start with two lists: Greek Ideal and Odysseus' Traits. Under these two headings list descriptive, applicable words or phrases. You might tag each with a "proof" - an illustration from the text. When your lists are done compare the two of them.**

**3. BUBBLES - An option for artists! Draw a small circle, big enough to hold a couple of words, in the middle of a piece of paper. Write Odysseus in it. Now think of a character trait of Odysseus'. Let's pretend Odysseus was lazy. Draw a line about 1-2 inches out from the edge of the circle, kind of like a ray emanating from the sun or a spoke coming out of the hub of a wheel. Attach a new circle to the other end of it. Write "lazy" in the new circle. Now think of another trait of Odysseus'. Let's say he was a cheat. Go back to the edge of your original "Odysseus" circle and draw another line out from the edge and inch or two, make a new circle and write "cheat" in it. After you have "bubbled" every one of Odysseus' traits, begin to think of what sections in the story illustrated each trait. Go back to each trait bubble and draw a line out from it with a word or two reminding you of an illustration. When you are done with this, repeat the process on another sheet of paper, this time using "Odysseus character" as your central bubble.**

**GBT 1 - PAPER GUIDE #3 - PERSUASION: CREON V. ANTIGONE**

**ASSIGNMENT:**

Who is in the right: Antigone or Creon?

Write a 500-750 word essay designed to persuade your audience to assent to your point of view on this question. You will need to pick an imaginary audience to address, and note at the top of your paper who that audience is.

## **THE PERSUASIVE MODE OF WRITING**

In PERSUASION, the goal is to get the audience to change its beliefs or will - to assent to you - and the means of attaining that goal is the stirring of the emotions combined with the use of logic. Persuasion is often called "sweet reason" because it takes cold, unfeeling reason and makes it sweet by appealing to the heartstrings of an audience.

Effective persuasion wields power and influence over people. Its pressure can cause us to change our minds and our wills in matters on which we have held strong opinions. Notice that truth is not necessarily a goal of persuasion. The unscrupulous often employ persuasion with no thought of truth, but only of selfish gain. A good understanding of the effective use of persuasion will attune you to reading and listening critically, eyes and ears ready to detect any manipulation of your emotions by the writer or speaker.

## **SOME ELEMENTS OF PERSUASIVE WRITING TO INCLUDE:**

**\* KNOW YOUR AUDIENCE** - Tailor the presentation of your appeal to the background of your audience. While the point of your letter to the editor of your local paper might be the same as your point in the letter you wrote to the Christian magazine, your presentation of that point will lack effectiveness if you don't consider the worldview of your audience.

**\*ESTABLISH COMMON GROUND WITH YOUR AUDIENCE** - If you know that your sister favors Creon, and you want to persuade her that Antigone was in the right, start off with a conciliatory attitude by identifying common ground and points of agreement, perhaps even quoting points she has made in her arguments. Remember, until your audience begins to identify with you, they will not hear your point of view. Avoid offending your audience. Ravi Zacharias, a master of persuasive speech, often quotes an old Indian proverb, "Don't cut off a person's nose and then give him a rose to smell".

**\*ELIMINATE CONFLICT RIGHT AWAY** - Anticipate all arguments and deactivate them. In doing this, keep in mind that you don't have to rely entirely on reason, but are free to play on emotions and prejudices. Appeals to authority are especially effective as a persuasive device. Think of what values your audience might hold dear and make reference to authorities who represent those values.

**\*USE OF FIGURATIVE SPEECH** - Metaphor, hyperbole, apostrophe, simile - all of these are devices that have strong emotional pull on an audience.

**\* END WITH AN INDISPUTABLE APPEAL** - Hopefully, you have won the assent of your audience.

## **CHECKLIST - BEFORE YOU SUBMIT YOUR PAPER**

- Is my paper approximately 500-750 words long?
- Is my topic "Who is in the right: Antigone or Creon?"
- Did I identify my imaginary audience above my title?
- Have I tailored my appeal to the background of the audience?
- Have I established common ground with the audience?
- Have I anticipated arguments and eliminated them?
- Have I ended with an indisputable appeal?
- Have I used the text well by choosing specific examples to support my ideas?
- Have I commented on these examples, drawing out why they support my ideas?
- Have I proofread my paper for errors of punctuation, capitalization, wrong word choice, vague/slangy language and spelling?

## **GBT 1 - PAPER GUIDE # 4 - NARRATIVE WRITING - TRAGEDY**

### **ASSIGNMENT**

**Write a tragedy following Aristotle's guidelines. Your story line does not have to be original -- you may "borrow" a story from literature or real life -- but you must write it according to Aristotle's guidelines for tragedy as given in his *Poetics*.**

**LENGTH - Please write from 750-1250 words on this topic**

### **ELEMENTS OF NARRATIVE WRITING TO INCLUDE**

**Be sure to include all of the elements discussed in Paper Guide #1:**

**point of view**

**tone**

**dialogue**

**description**

**In addition, please incorporate the use of figurative language into your story. Figurative language enhances the clarity and effectiveness of your writing by vividly picturing your ideas. Mastering figures of speech was a part of the classical system of rhetoric because figurative language makes all writing -- expository, descriptive, narrative, and persuasive -- more effective. You are probably familiar with several figures of speech already, such as:**

*simile* - saying that one thing is like another

"He eats like a pig."

*metaphor* - suggesting a likeness by non-literal meaning

"He is a pig."

*alliteration* - successive words beginning with the same sound

"The lovely lady lay languishing in front of the fire."

*personification* - attributing human qualities to objects or ideas

"The car coughed and choked."

*irony* - using a word to mean the opposite of its literal meaning, usually insult disguised as praise.

*onomatopoeia* - a word whose pronunciation sounds like what it is naming. "Buzz", "Whir", "Babble"

You are required to try your hand at figurative language at least three times in your tragedy. You may choose any of the figures of speech listed above, but you must use at least three different figures of speech. In other words, the assignment cannot be fulfilled by using alliteration three times.

**\*\* Most common error on this paper:**

Not following Aristotle's guidelines. Before you begin writing this paper, write out a summary of Aristotle's guidelines for a tragedy. Now, write your story with these specific ideas in mind.

## **GBT 1 - PAPER GUIDE # 5 - CHARACTERIZATION -PLUTARCH**

### **ASSIGNMENT**

Summarize the life of one of the men in Plutarch's Lives, showing the nature of the individual's character.

### **LENGTH**

Please write from 750-1000 words on this topic.

### **TIPS**

\*Make a list of the important actions and behaviors in this character's life.

\*What circumstances (time in history, place, culture, events, people) molded this character's life?

\*What motivated his behaviors? Make another list.

\*Now list the person's character qualities - those you observe as well as those that Plutarch points out.

\*Compare your lists and assign the appropriate character quality to each behavior or motive you have listed.

\*Ask yourself what you can learn about life and human nature from this man's life.

**Notice that Mr. Hinrichs has asked you to show, not to tell, the nature of the individual's character. If you are discussing a character's dishonesty, make sure to use specific quotes and examples to do so. Also, make sure to comment on what these quotes and examples tell us about the character's dishonesty. Don't merely make a statement that the character is dishonest and expect the reader to believe it without proof from the text.**

**Although characterization often uses the narrative mode of writing, please use the expository mode for this assignment. You should review Paper Guides # 2, 3, and 4 for their explanations of exposition and figurative language, which should be used in all modes of writing, including exposition.**

**analysis  
illustration  
making connections  
contrast and comparison  
figurative language**

**\*\* Most common error on this paper:**

**Summarizing rather than explaining the subject's character through commentary and analysis of examples from the character's life.**

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## **GBT 1 - PAPER GUIDE # 6 - ARGUMENT - SOCRATES' TRIAL**

### **ASSIGNMENT**

**Write a dialogue between two jurors at Socrates' trial in which the jurors explain their reasons for voting either for or against Socrates.**

### **LENGTH**

**Please write 500-750 words for this assignment.**

### **THE ARGUMENT MODE OF WRITING**

**The argument mode shares many things in common with the persuasive mode which we focused on in Paper Guide #3, but there is an important distinction. In persuasion, the goal is to win the assent of the audience. In argument, the goal is to uncover truth. While persuasion uses reason combined with appeal to emotions or prejudices to win assent, argument (the uncovering of truth) is limited to the use of reason alone. Reasoning is the process by which the mind moves from evidence to conclusion.**



## **THREE TYPES OF REASONING**

**Reasoning by induction - When we use inductive reasoning, we accumulate particular evidence and use it form a general conclusion. It is a type of reasoning that can never be completely conclusive because it requires an inductive leap: we can never observe all of the possible particulars -- past, present, and future -- therefore our conclusion is only based on probability.**

**Reasoning by deduction - This is the kind of reasoning used in geometry. It begins with a premise -- a statement that must be self-evident and would not demand proof. This is a more conclusive form of reasoning than inductive reasoning. If the premise is true, then the conclusion will always be true.**

**Reasoning by analogy - In order for analogy to be a valid form of reasoning, the things compared in the analogy must be similar in important respects and different only in unimportant respects.**

**Elements of argument you must include:**

**1) Doubt about or conflict over a proposition.  
A proposition is the declaration of a judgment. In this paper the proposition would either be "Socrates is guilty" or "Socrates is not guilty."**

**2) Appeal to reason using data, premises, or evidence.  
There are two kinds of evidence: facts and interpretation of facts (a.k.a. opinion)**

**3) Inferring the consequence or conclusion from the reasons set forth.  
Try choosing names for your characters that meaningfully reflect their character. For example, if one of your characters is a blockhead who will never change his mind, name him Meno (Greek for "I stand"). Another effective Greek literary device to consider using is the introduction of your dialogue with a word that somehow reflects its general theme. For example, remember how The Iliad begins with the word "Rage."**

### **Writing Component Policies**

**Formatting:**

**Please head your papers as follows:**

**George Goody  
GBT 1, Paper # 3  
Jan. 5, 1998**

**Title (every paper must have a title!)**

The body of the paper should begin here and should be in block paragraph form. This means that you will not indent at the beginning of paragraphs, but will instead be sure to hit "enter" twice at the end of your paragraphs so that a line is skipped between paragraphs.

Just to make sure you understand visually how your paper should look, I'll begin this paragraph. But remember, in most expository writing, each paragraph should have at least three sentences.

### **Due Dates:**

Regardless of what day your class meets on, the week it is due, the paper must be submitted by midnight on Friday, Pacific Standard Time.

### **Late Papers:**

Papers arriving in Mr. Hinrichs' inbox after Friday midnight of the due date will be noted as "late". Papers arriving more than one week late will not be critiqued. This will be noted on your semester evaluation.

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## **HOW TO READ AND ANALYZE YOUR GBT ASSIGNMENTS**

One of the aims of the Great Books Tutorial is to give you guidance in analyzing the literature that you are reading. It is hoped that as you progress through the tutorials, you will show increasing evidence of analytical skills both in your contribution to class discussions and in your written compositions. A comment that Mr. Hinrichs is known to make regularly on papers is that he hopes to see more *analysis* next time. Below are some ideas gleaned from Mortimer Adler and Charles Van Doren's How to Read a Book and applied to the GBT.

### **Imaginative Readings**

The readings for the entire first semester (Homer, Aeschylus, and Sophocles) consist of imaginative literature. Primarily, you are to enjoy your reading of imaginative literature, and to appreciate its beauty. However, the more mature mind will be expected to go beyond the mere enjoyment of the work and begin to analyze it - to break it down into the parts that make it up in order to better understand the author's meaning. In reading this literature, remember that the author's intent is not just to tell you about an experience, but to convey the experience directly by appealing to your senses and imagination. To evoke experience, the writer makes heavy use of impression, suggestion, imagery, and implication - all subtle and indirect devices.

As you read these works of literature, you can begin to analyze by paying attention to devices the author has used to quicken your imagination, and by noticing the characters as they develop - their thoughts, feelings, actions, what they say, their responses to each other and to circumstances. Try to live in each character's world and understand why he does what he does. What truths about life and human nature is the author trying to convey?

It will also help in your analysis of this literature if you have an understanding of the following terms often used in literary criticism to define the devices by which an author communicates directly with your senses and imaginations.

metaphor	imagery
simile	symbol
tone	allusion
connotation	figurative language
denotation	hyperbole
foreshadowing	inference
irony	paradox

### *Non-Imaginative Readings*

In the later GBT I readings which deal with history, philosophy, government, and theology (Aristotle, Plutarch, Herodotus, Plato, and Clement ) each author's intent is to communicate knowledge, ideas, and moral perspective with clarity and precision. Consequently, in reading these works you will be employing your mind's more intellectual faculties as opposed to having your senses directly affected by what you are reading. In analyzing these readings, look for the ideas that drive the author's thinking. Be sure to follow his train of thought carefully.

From KU on analyzing and writing about literature:

<http://www.writing.ku.edu/students/guides.shtml>

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**"But writing is soooo hard. . . "**

**Yup. No pain, no gain. Writing is hard because thinking is hard, and most of us have flabby, undisciplined minds. Think about the following things, and then tackle the acquisition of writing skills with the gusto of an athlete in training for the Olympics.**

**1) Writing comes from thinking. The process of writing forces us to come to terms with our understanding of the subject matter we are writing about.**

**Often times we *think* we have a clear understanding of something until we are in a position of having to put it into words. "I know what I mean; I just can't think of how to say it" is somewhat of a self-deluded statement.**

**2) Writing can be a means to training the mind to think. As Neil Postman points out, writing fixes our thoughts on paper and gives them a permanency that allows us and our audience to scrutinize our thinking for its organization, rationality, accuracy, coherence, and clarity. In affording the opportunity for examining one's own thinking processes, writing becomes a tool for training the mind to disciplined habits of propositional thought.**

**3) Refined, precise writing is a practical application of logic and rhetoric to one's understanding of the world of ideas, and gives one the opportunity to make one's own contribution to the great conversation.**

## **PARAGRAPH STRUCTURE**

**If you are struggling with putting your thoughts into words, below is a helpful "formula" to help you with body paragraphs, once you have a thesis statement. This formula is meant to be a framework on which to build. As you gain confidence, you can add to it. As you are learning, this formula is a helpful way to make sure you are not summarizing the material, but really attempting to clearly express your ideas about it. You should, as a general rule of thumb, make at least twice as much commentary as the length of the concrete detail. If you take a highlighter and cover the sections which are quotes or examples, what percentage of the paper is taken up? If most of it is highlighted, you need to go back, select less examples and then use your own words and ideas to draw out what these examples reveal.**

A helpful "formula" for the body paragraph is as follows: (I will use an example from The Iliad so as not to encourage you to imitate this too closely for this paper)

1<sup>st</sup> sentence: Topic sentence. Here, you tell us what you intend to say in this paragraph: "Paris is selfish."

2<sup>nd</sup> sentence: Concrete Detail #1. Here, you give us a specific example or quote from the text to support your topic sentence: "Rather than showing concern for the consequences which will certainly follow, Paris readily steals Helen away from her rightful husband when Aphrodite offers her to him."

3<sup>rd</sup> sentence: Commentary. Here, you comment on the example, much in the same way a sports commentator explains what is happening in an athletic event. You can also further explain details of the concrete detail, as support for your topic sentence. "This action leads to a decade-long war which costs the lives of many men."

4<sup>th</sup> sentence: Further Commentary. Take your ideas further. What else can you draw out of this example? "Furthermore, in the midst of this war, Paris enjoys his time with Helen, not appearing to show any sign of remorse or guilt."

5<sup>th</sup> sentence: Concrete Detail #2. "When Hector comes to him to tell him to get back into battle, Paris wheedles, "I only wanted to plunge myself in grief." (l. 398)"

6<sup>th</sup> sentence: Commentary. "Paris's words display a disgusting lack of true grief for the men who are dying while he indulges in his feelings."

7<sup>th</sup> sentence: Further Commentary. "He admits that Hector is fairly criticizing him, but again, he shows no change of heart or shame for his actions."

8<sup>th</sup> sentence: Concluding Sentence. Here, you give a thought to tie it all together and transition into the next paragraph. "Throughout the rest of The Iliad, Paris's actions speak loudly to illustrate his character (or lack thereof) to us."

**There are scads of resources available on the internet for improving writing skills. Many universities have "Writing Centers" and those Writing Centers have online handouts on specific areas of writing -- everything from commas and punctuation to rhetoric to peer review. Below is a list of some links to get you started:**

**If you think your vocabulary needs work, this looks like a fun site:**

<http://www.wordfocus.com/index.html>

**To read the oft-referred to *Elements of Style* by Strunk and White, go to this link:**

<http://www.bartleby.com/141/>

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**Before you submit your work, please do the following:**

- 1) Read your work aloud. Yes, aloud. You will have the double check of your eyes and ears to pick up mistakes. If you don't like the sound of something, change it.**
- 2) Read the paper aloud to someone else. Ask this person to stop you if he hears something that doesn't make sense to him, or if something sounds awkward.**
- 3) Methodically proceed through this checklist:**



**Are my facts accurate?**  
**Is all important information given?**  
**Is there irrelevant info that needs to be deleted?**  
**Is the lead effective?**  
**Is the conclusion effective?**  
**Is the body of the story organized?**  
**Is the thinking logical?**  
**Are there ambiguities in sentence structure, pronoun reference?**  
**Are there long paragraphs which need to be broken?**  
**Are my sentences varied in length to avoid monotony?**  
**Am I redundant? Unnecessarily wordy?**  
**Diction: are specific, precise, and accurate words used? Have I avoided the use of slang?**  
**Are connectives and transitional words used where necessary?**  
**Is my tense consistent?**  
**Is my point of view consistent?**  
**Have I avoided trite qualifiers such as: "very", "pretty", "a little", "rather", etc.?**  
**Do I have any misspellings?**  
**Do I detect errors in grammar, punctuation, usage?**  
**Does my paper fulfill the specifics of particular assignment?**  
**Is my paper the prescribed length?**

**STRUCTURE- Do I have a title that clues the reader in to the focus of my paper?- Does my opening paragraph hook the reader and state main idea?- Do my supporting paragraphs support and give evidence, in clear- flowing order?- Do my closing paragraphs tie together the evidences with the main idea and rephrase the main idea? If you would like further suggestions for paper editing, see some of the links at the bottom of the "But writing is soooo hard. . ." page.**

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Too summarize.....

<Editor's note- Please notice that this section is for your humor, not your instruction!>

1. Verbs has to agree with their subjects.
2. Prepositions are not words to end sentences with.
3. And don't start a sentence with a conjunction.
4. It is wrong to ever split an infinitive.
5. Avoid cliches like the plague. (They're old hat.)
6. Also, always avoid annoying alliteration.
7. Be more or less specific.

8. Parenthetical remarks (however relevant) are (usually) unnecessary.
9. Also too, never, ever use repetitive redundancies.
10. No sentence fragments.
11. Contractions aren't necessary and shouldn't be used.
12. Foreign words and phrases are not apropos.
13. Do not be redundant; do not use more words than necessary; > it's highly superfluous.
14. One should NEVER generalize.
15. Comparisons are as bad as cliches.
16. Don't use no double negatives.
17. Eschew ampersands & abbreviations, etc.
18. One-word sentences? Eliminate.
19. Analogies in writing are like feathers on a snake.
20. The passive voice is to be ignored.
21. Eliminate commas, that are, not necessary. Parenthetical > words however should be enclosed in commas.
22. Never use a big word when a diminutive one would suffice.
23. DO NOT use exclamation points and all caps to emphasize!!!
24. Use words correctly, irregardless of how others use them.
25. Understatement is always the absolute best way to put forth earth shaking ideas.
26. Use the apostrophe in it's proper place and omit it when its not needed.
27. Eliminate quotations. As Ralph Waldo Emerson said, "I hate quotations. Tell me what you know."
28. If you've heard it once, you've heard it a thousand times: Resist hyperbole; not one writer in a million can use it correctly.
29. Puns are for children, not groan readers.
30. Go around the barn at high noon to avoid colloquialisms.
31. Even IF a mixed metaphor sings, it should be derailed.
32. Who needs rhetorical questions?
33. Exaggeration is a billion times worse than understatement.
34. The passive voice should never be used.
36. Do not put statements in the negative form.
37. Verbs have to agree with their subjects.
38. A writer must not shift your point of view.
39. Place pronouns as close as possible, especially in long sentences of 10 or more words, to their antecedents.
40. Writing carefully, dangling participles must be avoided.
41. If any word is improper at the end of a sentence, a linking verb is.
42. Take the bull by the hand and avoid mixing metaphors.
43. Avoid trendy locutions that sound flaky.
44. Everyone should be careful to use a singular pronoun with singular nouns in their writing.
45. Always pick on the correct idiom.
46. The adverb always follows the verb.

47. Be careful to use the rite homonym. And Finally...

47. Proofread carefully to see if you any words out.

## First year Great Books Tutorial reading list questions

For the complete five year reading list see our [curriculum guide](#).

Please write answers to the following questions in order to prepare yourself in our class discussions. You should email your answers to these questions by week #16 and week #34 to [gbt@gbt.org](mailto:gbt@gbt.org). Please do not use class time to answer these questions, but come to class ready to give your own answers you have from the reading.

1. Iliad, Books 1-2, pp. 77-128

None

Greek Alphabet

Αα Ββ Γγ Δδ Εε Ζζ Ηη Θθ Ιι Κκ Λλ Μμ Νν Ξξ Οο Ππ Ρρ Σσ Ττ Υυ Φφ Χχ Ψψ Ωω

Though we will not be learning Greek in the Great Books Tutorial, I would like all of you to pronounce and type Greek words. Please make sure to install the [Greek font](#). Resources to read and type the Greek alphabet can be found on my page for the [Greek class](#). They are at the top of that webpage.

*First paragraph of the Iliad in Greek. You may need to install the sgfix font for it properly.*

μηνιν αιιδε θεαΠηληιαδεω Αχιλῆος  
οὐλομένην, ἣ μυρὶ ἄχαιοῖς ἄλγε' ἔθηκε,  
πολλὰς δ' ἰφθίμους ψυχὰς Ἄϊδι προΐαψεν  
ἠρώων, αὐτοὺς δὲ ἐλώρια τεῦχε κύνεσσιν  
5 [5] οἰωνοῖσί τε πᾶσι, Διὸς δ' ἐτελείετο βουλή,  
ἔξ οὗ δὴ τὰ πρῶτα διαστήτην ἐρίσαντε  
'Ατρεΐδης τε ἄναξ ἀνδρῶν καὶ δῖος Ἀχιλλεύς.  
τίς τ' ἄρ σφωε θεῶν ἕριδι ξυνέηκε μάχεσθαι;  
Λητοῦς καὶ Διὸς υἱός· ὁ γὰρ βασιλῆϊ χολωθεὶς  
10 [10] νοῦσον ἀνάστρατον ὄρσε κακὴν, ὀλέκοντο δὲ λ  
οὔνεκα τὸν Χρῦσην ἠτίμασεν ἄρητῆρα  
'Ατρεΐδης· ὁ γὰρ ἦλθε θοὰς ἐπὶ νῆας Ἀχαιῶν  
λυσόμενός τε θύγατρα φέρων τ' ἄπερείσι' ἄποινα,  
στέμματ' ἔχων ἐν χερσὶν ἐκηβόλου Απόλλωνος  
15 [15] χρυσέῳ ἀνάσκηπτρῳ, καὶ λίσσετο πάντας Ἀχαιο  
'Ατρεΐδα δὲ μάλιστα δῶω, κοσμήτορε λαῶν·

Achilles- *αχιλλεύς* (Peliades) commander of Myrmidons  
Patroclus- *πατρόκλος* friend and counselor of Achilles

Trojans-

King Priam- Husband of Hecuba  
Prince Hector- Husband of Andromache  
Prince Paris- paramour of Helen  
Pandarus- archer

## 2. Iliad, Books 3-5, pp.128-195

Αρηστυα

Καλίστη

Paris attempts to prove his own valor by offering to fight Menelaus man-to-man and end Helen. Being that this whole war was really just a personal conflict it is surprising that Paris to actually offer this resolution. Maybe it took him nine years to get up the courage? Why did he finally make this offer?

If the Trojans wanted to get rid of Helen and end the war, why haven't they just gotten to give her back?

Helen is central to the Trojan War. Whether she takes pride in this position or finds it burdensome that Homer does not make clear. Do you think that she enjoys her position?

You might think it strange that Priam has only chosen to ask Helen to tell him about the war has been going on for nine years. Why do you think he waits so long?

What turns the battle decisively in the Trojan's direction?

What turns it back to the Achaians?

One of the most interesting literary techniques that Homer uses is the chiasm. The chiasm looks like this;

A

B

C

D

c

b

a

In Book V we have this chiasm;

**D** or make show of himself in others' eyes...  
 that time, alone, apart from his men, he marched  
 the message into Thebes, filled with hordes of Thebans,  
 I told him to banquet in their halls and eat in peace.  
 But he always had that power, that courage from the first---  
 and so he challenged the brave young blades of Thebes  
 to tests of strength and beat them all with ease,  
 I urged him on with so much winning force.  
**c** But you, Tydides, I stand by you as well,  
 I guard you too. And with all good will I say,  
 fight it out with the Trojans here! But look at you---  
**b** fatigue from too much changing has sapped your limbs,  
 that or some lifeless fire has paralyzed you now.  
**a.** So you're no offspring of Tydeus  
 a the gallant, battle-hardened Oeneus' son!"

### 3. Iliad, Books 6-9, pp.195-276

πάτροκλος κλεοπάτρη

Chiasm in Book 6

Lines 142-168

A.

Who are you, my fine friend?- another born to die?  
 I've noticed you on the line where we win glory,  
 not till now. But here you come, charging out  
 in front of all the rest with such bravado--  
 daring to face the flying shadow of my spear.  
 Pity the ones whose sons stand up to me in war!

B.

But if you are an immortal come from the blue,

C.

I'm not the man to fight the gods of heaven.

D.

Not even Dryas' indestructible son Lycugus,  
 not even he lived long...

that fellow who tried to fight the deathless gods.

E.

He rushed at the maenads once, nurses of wild Dionysus,  
 scattered them breakneck down the holy mountain Nysa.

A rout of them strewed their sacred stave on the ground,  
 raked with the cattle prod by Lycurgus, murderous fool!

And Dionysus was terrified, he dove beneath the surf  
 where the sea-nymph Thetis pressed him to her breast--

Dionysus numb with gear: shivers racked his body  
 thanks to the ravenous onslaught of that man

No my friend,  
I have not desire to fight the blithe immortals.

b.

But if you're a man who eats the crops of the earth,  
a mortal born for death--here, come closer,

a.

the sooner you will meet your day to die!"

Here is the general sense echoed between each pair of sections.

Take some time to make sure you can see the idea repeated in each section.

A-a. Who are you? Surely you will meet your death at my hands.

B-b. Unless you are an immortal, but if you are mortal then you will die.

C-c. I do not desire to fight immortals

D-d. Even the great mortal Lycurgus was no match for the immortals.

E Story of the foolish Lycurgus who taught he could fight the gods.

Keep looking for chiasms as we read through the Iliad; there are lots of them, especially

It is difficult not to be quite moved by Hector's conversation with his wife Andromache.  
from this conversation about Hector's motivation for fighting the war? (lines 461-588)

Andromache must know that Hector's absence from the battle would only lead to the Trojans' defeat.  
Doesn't her pleading with Hector show that she thinks more of her own good than that of the Trojans?

Besides the fact that Hector is her husband, why does Andromache have an especially great interest in Hector's fate?

Homer begins the Iliad by telling us that it will be about the Rage of Achilles. You might get quite side-tracked as we are nearly half-way through the book and do not know much about Achilles' relationship with Agamemnon then we did at the end of book 1. Why do you think Homer does not re-visit the relationship between Achilles and Agamemnon until here in book 9?

There is another Chiasm in (lines 148-187 of Book 7) Nestor's speech. See if you can find it.

Phoenix, Ajax and Odysseus are chosen as the embassy to Achilles. When they approach Achilles, they engage in a very un-warlike activity- playing a lyre and singing songs about the great deeds of the heroes. What does Achilles' interest in these songs tell us about his character?

Even though Odysseus' speech shows Achilles fairly reasonable grounds for return to the embassy, Achilles responds quite poorly to this first speech- "I hate that man who says one thing but hides another in his heart" (Iliad 9.379) Here he is probably referring to Agamemnon, but he could also be insulting the crafty Odysseus. Why does Achilles have nothing but scorn for all the gifts that Agamemnon offers. If it was the removal of Briseis that caused Achilles' anger, why does the prospect of her return not persuade him more?

Even though Achilles does make concessions to the embassy, when Odysseus returns to Agamemnon what Achilles told him, i.e. that Achilles will sail home tomorrow, rather than what Achilles gave Phoenix and Ajax. Why do you think Odysseus doesn't tell the full truth to Agamemnon?



his battle with the Epeans?

What besides the desire for glory brings Patroclus to fight?

In book 12 line 220ff the seemingly unstoppable Trojan attack, receives an ill-boding omen and what is its significance?

Here is a general question that we should talk about now that we are a ways into the Iliad deal of criticism of the amount of violence there is in our culture. On TV, in our movies we are constantly barraged with hundreds of violent and distasteful ideas and images. Was Homeric violence a thing for the ancient Greeks? Is his "violence" just as bad as the senseless violence we see on television? Is it even an a profitable exercise to read this book or are your minds simply too cruelly that is so often shown? If you were a parent would you have your kids read this book?

5. Iliad, Books 15-18, pp. 387-488

τὸν δὲ βάρυ στενόχων προσέφησ' Πατρόκλεες ἵππευ' (16.20)

When Iris tells Poseidon not to reenter the fighting, on what grounds does he object to be Zeus? Does he eventually heed Iris's message?

After pleading with Achilles to pity the Achaeans, Patroclus says "if down deep some prophecy some doom your noble mother revealed to you from Zeus, well and good: at least send me home" (line 16.40-42) How does Achilles respond to Patroclus insinuating that Achilles will not heed prophecy?

What condition does Achilles require before returning to battle?

Homer mimics the first line of the book when calling upon the Muse to tell the story of the Trojan War (lines 16.134-136) Why does Homer do this?

Despite his tremendous anger, what does Achilles do when the ships start to burn?

In his prayer for Patroclus, we get to see Achilles heart stripped of any outward show. What are his real concerns from his prayer? Lines 16.276-293.

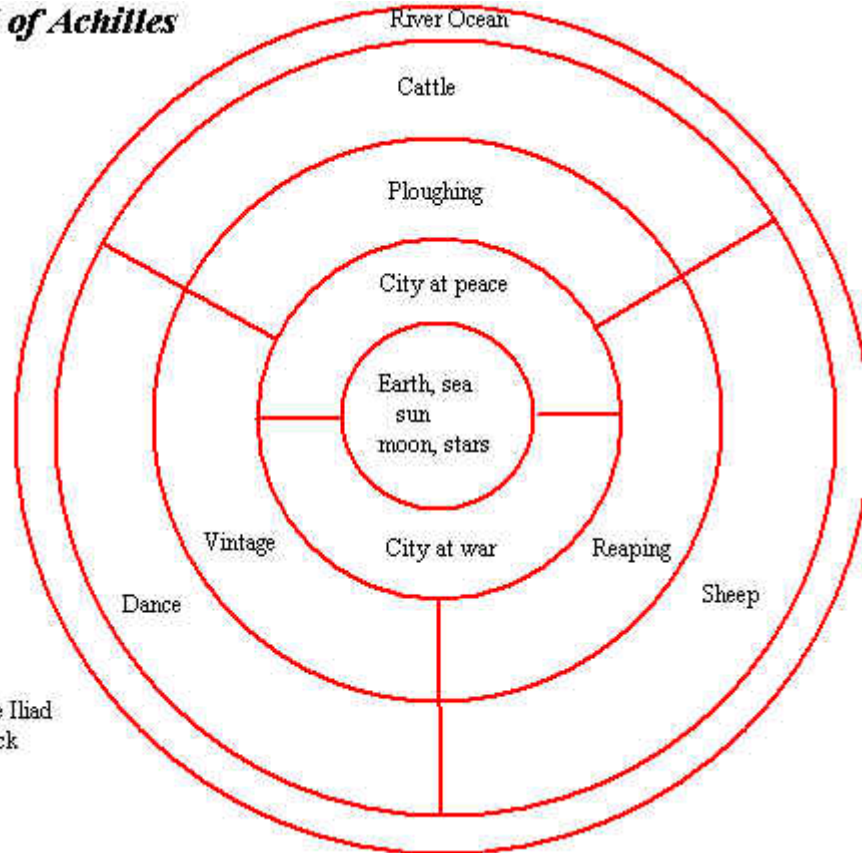
After Patroclus retreats Apollo encourages Hector to pursue him. Even though Hector is victorious, what are the actual circumstances that make his victory somewhat inglorious?

At the end of book 16 Patroclus gives a prophetic speech as he dies. This speech and the description of his death (lines 996-1010) very closely resemble the speech at and description of Hector's death (422-432). Some scholars say that these two sections are so similar because it was easy for Homer to reuse the same lines for Hector's death rather than having to take the time to write new lines. Can you explain the similarity that does not lead us to believe that Homer was such a lazy writer? Notice the differences as well as the similarities between the two passages!

When Hector strips Patroclus armor and puts it on himself why is he rebuked by Zeus? (Iliad 17.1-10)

The speech of Achilles' in lines 18.91-150 gives us a remarkable example of "changed th...

## *The Shield of Achilles*



From,  
A Companion to the Iliad  
Malcolm M. Willcock

### 6. Iliad, Books 19-24, pp. 488-617

ὡς ἔφατο κλαίουζ', ἐπὶ δὲ στενάχοντο γυναῖκες. (22.610)

Achilles begins his speech to Ag., "Agamemnon- was it better for both of us, after all, for each other, raked by anguish, consumed by heartsick strife, all for a young girl?" (lines 1-15) How does the embassy that expressed this same view of their conflict?

Rather than apologizing for allowing so many of his comrades to fall in battle during his speech, does Achilles express in his speech?

After Achilles speaks the Achaeans roar out in joy. When Agamemnon speaks he shows self-composure. How is this manifested in the way he begins his (lines 87-95) speech?

After this section Agamemnon tells this long story about Ruin (line 106-157). Why does you think it accomplishes his purposes?

What's the significance of the fact that Achilles begins his speech by addressing Agamemnon and then begins his by addressing the army as a whole?

Who is Agamemnon addressing in line 158 when he says, "And so with me. I tell you!"?

As Achilles prepares to return to the battle Homer shows his combination of grief and ha  
forth in searing points of fire, unbearable grief came surging through his heart"(line 432-  
team of horses to keep him from harm but what do they reply?

As the Trojan retreat behind the walls, only Hector remains outside. His parents, watchin  
wall, see Achilles coming and plead with Hector to join the rest of them in the safe confi  
knows all to well what happens to a king when his city is overthrown, "the very dogs I bi  
share my table, guard my gates--mad, rabid at heart they'll lap their master's blood".(line  
think that it is worse for a young person to die than an old person, what is Priam's view?

As Hector sees Achilles coming on, what are the thoughts that keep him from retreating 1

How is Hector finally brought to forsake his futile attempt to flee?

When Hector attempts to convince Achilles that they ought to form a pact, Achilles mere  
lambs can enjoy no meeting of the minds" (line 311) What does he mean by this?

In line 483, Homer says Hector's mother groans as if "all Troy were torched and smolder  
in this?

When Achilles puts the lock of hair on Patroclus' pyre why is that a sign that Achilles ha  
home?

During the games, we see Idomeneus and Ajax break out with a trivial quarrel, but what  
remarkably different spirit that now prevails among the commanders?

Why is the giant Ajax unable to bet Odysseus at wrestling?

What is Meriones tremendous feat with the bow and why was he able to accomplish such

At the end of the book, what is the final sign we are given of the reunion of Achilles and

What is Achilles' initial reaction at seeing Priam? (lines 563-567)

Why can Achilles and Priam have such a cordial meeting?

What insinuation does Priam make that angers Achilles?

What does it imply when Achilles says, "I may break the laws of Zeus"?

Is Achilles' and Priam's meeting a fitting ending to this book?

Have we seen the fall of Troy?

Is Achilles a believable character?

Does his being 1/2 immortal help us understand his character?

C.H. Whitman in his book, "Homer and the Homeric Tradition" points that whole Iliad is  
chiastic structure. The first and last books actually repeat the same themes. The structure

C) Thetis speaks to Achilles and agrees to take a message to Zeus.

D) Thetis and Zeus

E) Dispute among the gods.

Book 24

e) Dispute among the gods.

d) Zeus and Thetis.

c) Thetis speaks to Achilles, having brought a message from Zeus.

b) Friendly converse between Achilles and Priam.

a) Agreement that the father (Priam) man ransom the body of his son.

For the six-minute Iliad, go to

[http://prairiehome.publicradio.org/programs/19961012/96\\_1012ILIAD.htm](http://prairiehome.publicradio.org/programs/19961012/96_1012ILIAD.htm)

For some good laughs, see what Hollywood does with the Iliad in [Helen of Troy](#).

## 7. Odyssey, Books 1-8, pp. 1-143 **\*Paper 1 due\***

ἄνδρα μοι ἔννεπε, μοῦσα, πολύτροπον, ὃς μάλα πολλὰ πλάγχθη (1.1)  
νοστήσας

While reading the Odyssey we must always remember the story of Agamemnon's homecoming to Agamemnon on his return home?

Book 1 does not begin by showing us Odysseus, but rather, his son and the house full of suitors. How can we learn about Telemakhos from his initial description in lines 142-149?

When Athena comes in the form of Mentos what message does she have for Telemakhos?

Athena strongly condemns the suitors for their abuse of Odysseus' home and then suggests a course of action concerning his mother and the suitors. What is the plan that she gives to Telemakhos?

What personal interest does Telemakhos have in his mother's remarriage?

What will happen to him if his mother remarries?

After Athena leaves what does Telemakhos tell the suitors about his upcoming voyage?

After Telemakhos shows new assertiveness, the suitors are eager to know what it was that gave him this new assertiveness ("maybe he knows something we don't!") Why does he not tell them that he received no word concerning his father rather than telling them that Odysseus was still alive? How do the suitors' reactions to his father's return encourage the suitors to leave the house in fear?

Telemakhos will not hear this excuse and tells the suitors that they must take their dinner of his speech he says, "I beg Zeus you shall get what you deserve: a slaughter here, and r (line153-154) What occurs to make these words prophetic?

### Book 3

When Telemakhos meets Nestor he immediately asks for news of his father. Even though where his father is, what explanation does he give for the Achaians difficulties in returni

What important warning does Nestor give Telemakhos?

Traveling by chariot to the house of Menelaus, Telemakhos finds him celebrating the we daughter. How does Homer show us the good natured hospitality of Menelaus? (lines 27-

If the Trojan war was fought to reunite Helen and Menelaus, then this book offers us an c war was fought in vain. What do you think of this couple? Does Helen really show herse woman as the Trojan war implied or has this woman been a bit over-rated?

Do Helen and Menelaus show themselves the ideal couple we would expect them to be?

What encouragement does Menelaus offer Telemakhos concerning his father?

The first four books of the Iliad are known as the Telemachy. They are given this term si introduce us to Odysseus' son. It is not until book 5 that we will be reintroduced to Ody Homer spend so much time on Telemakhos before bringing us to the main character?

### Book 5

When Athena comes to Zeus to plead for Odysseus' release from Kalypso, what is the fi uses? (lines 9-14)

In line 249, it says that Odysseys used dead trees because they would "float him high". T question is not in the text, but do any of you know why it is that the wood of dead tries fl

Poseidon does sink Odysseus' raft, but who comes to his rescue?

### Book 6

How long has it been since Odysseus has been in civilized domestic society?

### Book 7

What is the lie that Odysseus tells in lines 325-330 and why does he tell it?

When Odysseus tells of his history he never mentions his wife and son. Why do you thin

### Book 8

The bard sings the tale of the clash between Odysseus and Akhilleus. Some traditions ha over how Troy would be taken- whether through force or guile. The final solution was of

## 8. Odyssey, Books 9-15, pp. 143-287

ουτις οδυσσευς

When Odysseus and his companions are trapped in the cave of Polyphemos, how was Odysseus able to escape with his little band?

As Odysseus sails away, he hurls taunts at the Cyclops and in a moment of reckless gloat bit of folly. What is it?

line 573

What vice of Odysseus' men do we see at the beginning of book 10 and what is its result?

What vice of Polites do we see in lines 10.249-253?

Why is it especially appropriate that the men are turned into swine by Kirke?

What does Tiresias specifically command Odysseus to do before Tiresias will speak to him? Why does Tiresias give him such an odd task?

Odysseus' interview with Achilles in Hades is especially interesting because we see the first time the Odysseus come for a face to face interview. What startling revelation does Achilles make about the goodness of life to obtain glory?

What was the conflict between Odysseus and Ajax (Aias)? What is his response to Odysseus' words with him?

What does the story about the cattle on the island of Helios show us about Odysseus' character?

His treatment of Odysseus is remarkable given the fact that Odysseus has been made to look like a hobo, beggar, bum, pan-handler or "homeless person" if you want to be politically correct. Eumaios shows him the utmost respect and kindness. What are some of the many kindnesses Eumaios shows Odysseus?

Why do you think Homer refers to Eumaios as "O my swineherd"?

Eumaios is full of pious aphorisms, e.g. "rudeness to a stranger is not decency, poor thou than you. All wanderers and beggars come from Zeus." (lines 68-70) Give some more examples of pious sentiments. (?)

Give some examples of Eumaios' own personal fidelity to Odysseus despite Odysseus' loss. How does he show that he is still faithful to Odysseus?

What scare does Athena give Telemachos at the beginning of book 15 to hurry Telemachos home?

What omen is given as Telemachos departs and what is the interpretation that Helen gives?

Odysseus put his son to the test?

(line 16.110)

What is Telemakhos' excuse for not fighting the suitors?

When Eumaios brings Odysseus (in tramp disguise) to the house, the suitors are quick to that is made of vagrants. What is it? (lines 17.289-291)

Who recognizes Odysseus at the house?

Homer loves to play with the irony in the fact that Odysseus comes to beg in his house as What is the irony in Antinoos' statement in lines 490-493?

In his guise Odysseus gets to play on the conscience of the suitors. What is the point that 600?

In lines 631-640 we can see the real lack of piety in Antinoos. When faced with the fact t be mistreating a god in disguise- he only shrugs. What is the irony in the idea of Odysseu disguise"?

In lines 19.320-330, Odysseus says that he will shortly return; what is the excuse that he for his long absence?

Does Odysseus really need to do some explaining for himself? Could he just assume that willing to accept him back after being gone for so long?

What irony is contained in lines 19.365-368?

What irony is contained in line 19.418?

Does Penelope's telling Odysseus of the dream make you more or less convinced that she

If we assume that she doesn't know who he is, how would we understand her setting fort day?

How would we understand this event if she does know who he is?

What does the fact that Odysseus says that Odysseus will be at the contest tells us about thinks Penelope knows who he is?

In book 20, what is the concern that Odysseus voices to Athena concerning his killing of

In book 20, we see a man slaughter 40 nearly defenseless men in his own house. How ha that we do not come to think of Odysseus as a thug after reading this account?

Does Odysseus "wrath" differ from that of Achilles?

Who are the only two allowed to survive the wrath of Odysseus?

We have seen a number of instances of "testing" by Odysseus. Now Penelope has a test of her own. Do these tests make you think more or less of these two people? Are the tests unreasonable?

## 10. The Three Theban Plays, Oedipus the King (Oedipus Rex), pp. 159-198

οισθα που, οιδιπος (line 54)  
μιασμα (line 110)  
γνωθι σεαυτον

In lines 69-84, Oedipus talks of himself as a great doctor who knows just the cure for the plague. What is the irony in line 80?

What irony is contained in lines 88-89?

When Creon tells Oedipus of the circumstances surrounding Laius' death, Creon says that he has recounted that it was actually a band of men that killed him. (line 138) We know that it was Oedipus who killed him; why do you think the messenger brought this false story?

To understand lines 154-159, we must understand the concept of the kinsman avenger. What is the irony in line 159?

What is the irony in lines 154-159?

After Oedipus tells the people he has found the way to rid them of the plague, he tells the people that he has found branches of supplication that had been laid. What is the significance of this?

What is the irony in lines 256-260?

You will find Sophocles just can't get enough of playing with the irony in Oedipus' situation. What is the irony in lines 284-287?

What is the irony in lines 301-303?

Oedipus has Tiresias the prophet brought to him to shed light on the question of the killer. He knows that Oedipus is the man, Tiresias can only begin by saying, "How terrible-to see the truth pain to him who sees!" Why is this statement so fitting for Oedipus?

In line 401 Tiresias tells Oedipus that in fact he is the "miasma" (blood stain of guilt). Oedipus reacts to such a rebuke from the prophet and accuses Tiresias of conspiracy against him. Oedipus dismisses the services of the prophet. What reasons does he give for having no need of the prophet's services?

Oedipus is also quick to suspect that his brother-in-law Creon had connived to use Tiresias as a means for ousting Oedipus and claiming the throne for himself. How does Creon argue against Oedipus' ridiculous suspicion?

For a humorous version of the Oedipus story, see [http://prairiehome.publicradio.org/programs/1998/08/19980810\\_01.htm](http://prairiehome.publicradio.org/programs/1998/08/19980810_01.htm). You can find another humorous version by using your real player to listen to the location <http://www.kennedy-center.org/education/odipus.htm>.



πριν ἂν τέρμα τοῦ βίου περάσῃ μηδὲν ἀλγεινὸν παθὼν. line 1530  
ὕβρις φυτεύει τύραννον.

Why did the lone survivor of King Laius' ambush ask to be sent out of Thebes?

Who does Oedipus think his parents are?

Who confirmed the original prophecy concerning Oedipus killing his father?

What does the witness of Laius' murder report that Oedipus latches on to in hopes of pro  
murderer?

After this rebuke from the chorus, Jocasta seems to have a quick conversion- what does s  
an interest in doing?

What news does the messenger bring that temporarily boosts the hopes of Oedipus and J  
Jocasta's philosophy of life is best described in her speech in lines 1069-1078. Summariz

What is the irony in lines 1083?

Why are Oedipus and Jocasta's hopes of escaping the oracles quickly dashed?

As soon as Jocasta comes to understand what Oedipus has done what is her response?

(see lines 1157-1160)

Even as the truth about his origin continues to be unveiled what hope does he cling to the  
alternate explanation for his birth?

When Oedipus interviews the Shepherd, how does Oedipus continue to play the role of tl  
of truth?

Upon seeing the doom of Oedipus what conclusions does the chorus draw from his fate?

## 12. The Three Theban Plays, Oedipus at Colonus

μαθεῖν παθεῖν

Give me your tired, your poor,  
Your huddled masses yearning to breathe free,  
The wretched refuse of your teeming shore.  
Send these, the homeless, tempest-tossed, to me:  
I lift my lamp beside the golden door.

In lines 6-9 Oedipus says that he has learned acceptance. Why would suffering teach acc

πρὸς τὴν ἀποδοχὴν τῆς μοίρας

What news does Ismene bring when she arrives?

Why does Oedipus say his sons are like Egyptians?

Why is Oedipus' burial place of such importance?

Why is Oedipus so reluctant to help Thebes?

What is the irony in line 498?

In line 589, Oedipus says that nothing he did was "self-willed" and in line 616 he says the same about his deeds. Are these claims true and if so, do they relieve him of guilt?

Would it be unreasonable for the chorus to expel Oedipus from the land?

How does Theseus receive Oedipus?

What "gift" does Oedipus offer him?

Lines 685- 688 are the most famous lines from this play. The effects of time on all things developed much further by the philosophers that we will read later. Why does Oedipus say this to Theseus?

The chorus in lines 760-817 gives us a great example of "Athenian pride". The song sung by the chorus is an Athenian equivalent of "America the beautiful". What are some of the virtues of Athens mentioned in the song?

What is it that Creon desires Oedipus to do?

After Creon fails at persuading Oedipus to return to Thebes, what does he do?

Who comes in to save the day?

In lines 1040-1043, what Athenian virtue is extolled?

In lines 1070-1094, what argument does Creon use to claim that his taking Oedipus is just?

What does Oedipus say to refute that claim (see lines 1106-1117)?

Oedipus makes the same argument, but with a bit of sarcasm in lines 1132-1136. Summarize his argument.

You might enjoy this musical adaptation of this play- [The Gospel at Colonus](#)

13. The Three Theban Plays, Antigone, pp. 59-96

ἀναρχίας δὲ μείζον οὐκ ἔστιν κακόν λινε 751

Οὔτοι συνέχθειν, ἀλλὰ συμφιλεῖν ἔφυν.

Not to join in hate, but to love mutually I bring forth.

Ἀντιγόνη

The plays of Sophocles were likely played at the Theater of Dionysios on the Acropolis in Athens.

married to Eurydice and their son Haemon is engaged to Antigone.

What are the two meanings that can be given to line 57?

In line 57, Antigone states that Creon, "has no right to keep me from my own." Is this true?

In lines 60-80, what arguments does Ismene use to persuade Antigone from her plans?

In line 86, Antigone says "if I die in the act, that death will be a glory" and in line 112 she says "nothing to suffer is a death without glory." What warning is contained for her in the chorus's speech?

How did Eteocles and Polynices die?

Why can Creon say (in line 180) that "the ship of state is safe"?

Why did Creon decree such a harsh punishment (no proper burial) for Polynices?

After the sentry comes and tells Creon that someone has given Polynices the burial rites, he suggests that it might actually have been the gods who performed the burial. Why is this suggestion unacceptable to Creon? (see lines 317ff)

The chorus beginning at line 377 is quite fascinating. It is basically a hymn in honor of the gods. What are some of man's abilities that it extols?

What do lines 409-412 mean?

Does this hymn remind you of any of the Psalms?

Psalm 8 is very similar but there is a very important difference. Read Psalm 8 and see if you can identify it.

After the sentry brings the accused Antigone back from the site of Polynices' body, Creon reads the official decree against his burial. Why doesn't she just tell him that she was unaware and can avoid being punished?

What arguments does Antigone use to defend herself before Creon? (see lines 499ff)

In lines 551-554, Creon implies that Antigone glories in her crime. Is it true that she glories in her crime?

In line 561, Antigone says "Give me glory". Does this sound like something a typical woman would say?

Antigone justifies her burying her traitor brother by saying "Death longs for the same rites for both." How does she reply, "Never the same for the patriot and the traitor." Who would you side with at this point?

Can Antigone be seen as sincere when she states, "I was born to join in love, not hate--that is my nature" (line 590)?

Why does Antigone not want Ismene to join her in dying?

What is the nature of Creon's relationship to his son?

Creon's relationship to his son is a central theme in the play.

Τὴν εὐσεβίαν σεβίσασα  
Piety honoring (aor part.)  
ερος

Theater of Dionysius

<http://www.gbt.org/yearbook/europe99/apr13/P4120108.JPG>

<http://www.gbt.org/yearbook/europe99/apr13/P4120115.JPG>

<http://www.gbt.org/yearbook/Greece2003/P3160009.JPG>

[http://www.gbt.org/yearbook/europe07/124CANON/IMG\\_2480.JPG](http://www.gbt.org/yearbook/europe07/124CANON/IMG_2480.JPG)

Summarize the point Haemon is making to his father with the tree analogy in lines 797-7

Why is Creon not affected by Haemon's statements that the whole city is of a contrary of Antigone's sentence?

What are the double meanings that can be given to line 839?

What does Haemon mean when he says, "her death will kill another."? (line 843)

Does Creon execute Antigone as he said he would? (lines 870-879)

Why would the chorus sing a hymn to love at this time in the play? Doesn't this seem like to be talking about love?

When Antigone appears for the first time since her sentence, how has her character changed?

What does she mention for the first time?

Does Antigone admit that what she did was wrong in lines 1013-1021?

In line 1034, Antigone says that she is being punished for "reverence, all for reverence" but that reverence is eusebian. This is the same word that is used in 2 Peter 1:7 and is translated also as "piety". How genuine do you think her statement is?

With the entry of Tiresias (we have not seen him since early in Oedipus Rex) the tables are turned and Creon is faced with increasing criticism. Where did we hear a line like 1123?

Creon also resembles Oedipus for his tyrannous character. He shows the careless disregard for the gods that Oedipus displayed. How is this shown in lines 1151-1153?

Line 1176-7 is also very similar to Tiresias' interview with Oedipus. In lines 1181-1215, what is Creon's error?

After Tiresias' speech, Creon very quickly breaks. He is quick to send his men to make sacrifices to receive the proper rites. I must admit that he changes his mind so quickly that the transition is implausible. Can you give an explanation for why he changes so quickly rather than resist Tiresias like Oedipus did?

At line 1239, the chorus begins the hymn of praise in honor of Dionysus, the patron deity of the theater.

15. The Oresteia, Agamemnon, pp. 99-139 **\*Paper 3 due\***

Δίκαια δὲ τοῖς μὲν παθοῦσιν μαθεῖν ἐπιρρέπει.

Justice to the suffering (aor part) to learn (inf) turns the lot to  
Justice brings the suffering to learn.

Line 250

What does "the torch has brought us triple-sixes" mean?

What relationship exists between Clytaemnestra and Helen?

Why does the chorus fear for Agamemnon's return?

Why do they think that he will be assassinated?

Why did he sacrifice his daughter and what was her name?

What does the chorus say about the character that Cly. has developed while Ag. was away?

What does the Chorus mean by "we must suffer into truth"? (see line 179)

Read lines 210-226 on page 110 What does the chorus think of Agamemnon's choice in sacrifice?

What is revealed in Cly. character when she says, "No one takes me in with visions--senses" (line 275)

What is the difference in the role that the Chorus plays in Aeschylus' plays as opposed to Euripides?

Why does Clytaemnestra put down the red carpet for Agamemnon when he returns?

The leader of the chorus tells Cly. that she "Speaks like a man" (line 354)- what is the irony?

16. The Oresteia, Agamemnon, pp. 139-173 **\*First semester questions due\***

ὦ ὦ βασιλεῦ βασιλεῦ, πῶς σε δακρύσω;

O, O, King, King, How you will I mourn?

Line 1516

πρὸς κέντρα μὴ λάκτιζε, μὴ πάισας μογῆς.

against the goads not kick, (so that) not all you might suffer.

Line 1656

Mycenae Lion's Gate

[http://www.gbt.org/yearbook/europe07/122CANON/IMG\\_2275.JPG](http://www.gbt.org/yearbook/europe07/122CANON/IMG_2275.JPG)

Agamemnon's bath

<http://www.gbt.org/yearbook/europe99/apr5/P4060092.JPG>

Explain lines 957-960.

What is the double meaning in line 966?

In line 1001 the chorus says "Justice comes to birth". What do they suspect will happen? what to suspect?

Agamemnon brings back Cassandra to be his concubine, but what does Clytaemnestra do?

Cassandra was a prophetess, but had a special curse put on her. What was that curse?

When would people finally believe her?

After Clytaemnestra and Agamemnon enter the house what does she prophesy?

Why does Cassandra shriek with terror in line 1219?

See lines 1241-1249. How does Cassandra describe the wretchedness of Clytaemnestra?

What does Clytaemnestra's prophecy in lines 1300-1304 forebode?

What is the double meaning in line 1423? "My Lord is home at last."

Read Clytaemnestra's speech in lines 1391-1424. What character traits do we see display?

What is Clytaemnestra referring to in lines 1531-1533?

What warning does the Chorus give her in lines, 1534-1541?

What biblical phrase does Clytaemnestra's line "By the sword, you did your work and by resemble?

Why does Aegisthus call himself, "the weaver of Justice"? (line 1635)

In what way does Aegisthus mock the Chorus?

How do they mock him?

17. The Oresteia, The Libation Bearers, pp. 173-227

End of 1st semester.

αἰοῖ μελέων ἔργων

Alas sorrowful work

στυγερῶ θανάτῳ διεπράχθης

## The Libation Bearers

As Orestes returns, we see that he, like Agamemnon, comes "home at last". And just like homecoming will be accompanied by familial bloodshed; however, this time the one returning is the victim, but the murderer.

Explains lines 65-69.

In line 122, Electra speaks of "Judge or avenger" what is the difference between these two?

Why is Electra worried about keeping her conscience clear? See line 124. Does the chorus

What does "Justice" mean for Electra? see line 148

What prayer of Electra's is immediately answered?

Electra's description of Orestes (line 240-247) resembles what other description we have

Why is Orestes concerned that he might not avenge his father's murder? See lines 272-300

What definition is given to Justice by the chorus in lines 310-320?

Why does Orestes wish that his father was cut down by a Lycian at Troy? line 350.

What interpretation does Orestes give to his mother's dream? lines 525-735

What is so ominous about what Clytaemnestra says in lines 649-656?

What is the irony in Orestes statement "I am a stranger"?

What hint does he give that he thinks Clytaemnestra should be able to recognize him?

Why does the nurse call Orestes, "the sweetest dearest plague of all our lives!" line 735.

What does the chorus mean in line 823, "Wipe out death with death."

What are the two ways of understanding Aegisthus line, "No he'll never trap me open-eye"

Line 874 is actually more ambiguous in the Greek than it sounds in English. It can mean "killing the living" or "the living are killing the dead". What would it mean if you took it the other way?

Looking at lines 895-900- what is the effect that destiny has on the thinking of Orestes at this point?

Explain what the chorus means in lines 950-955.

Who is the double tyranny that Orestes speaks of in line 964?

Orestes speaks at length regarding the justice of his mother's murder. Why does he not then address the murder of Aegisthus?

In lines 1000-1005 what warning does the chorus give to Orestes?

What common expedient of murderers does Orestes resort to?

## 18. The Oresteia, The Eumenides, pp. 227-279

Τὸ μητρὸς αἴμ' ὄμαιομον ἐκχέας πέδοι ἔπειτ' ἐν Ἄργει δῶματ' οἰκῆσει π  
Line 661

[http://www.gbt.org/yearbook/europe09/IMG\\_4667.JPG](http://www.gbt.org/yearbook/europe09/IMG_4667.JPG)

<http://www.gbt.org/yearbook/europe09/DSC00792.JPG>

[http://www.gbt.org/yearbook/europe07/120CANON/IMG\\_2031.JPG](http://www.gbt.org/yearbook/europe07/120CANON/IMG_2031.JPG)

[http://www.gbt.org/yearbook/europe07/120CANON/IMG\\_2042.JPG](http://www.gbt.org/yearbook/europe07/120CANON/IMG_2042.JPG)

[http://www.gbt.org/yearbook/europe07/120CANON/IMG\\_2070.JPG](http://www.gbt.org/yearbook/europe07/120CANON/IMG_2070.JPG)

There is a little bit of historical background that I would like you to think about. The time roughly 1000BC and the time of the Babylonian exile around 500BC. Corresponding eve history would be Homer (somewhere between 800-1200BC) and the Golden Age of Ath During the Golden Age of Athens most of the authors we will read lived - Sophocles, Ae Aristotle. Right about the time that Old Testament history is winding down, Athens is re

Do you think that the decision of Athena's court established "justice" or destroyed it?

## 19. Aristotle, The Poetics,

Chp. 4- What natural capacity of man produced poetry?

What developments in the theatrical performance were Aeschylus and Sophocles respons

Chp. 5- What does "Tragedy endeavors to keep as far as possible within a single circuit c

Chp. 6- Why does Aristotle say plot is the most important part of a tragedy?

Chp 7- Of what proportion must a play be?

Chp 9- What is the difference between Poetry and History.

Chp 10- What do "propter hoc" and "post hoc" mean?

Chp 13- Try to find a well-known story that transgresses one of Aristotle's three guidelin

Chp 14- How does a good poet arouse fear or pity in his audience?

Chp 15- What does it mean to make a character "consistent and the same throughout"?

Chp 17- Why does Aristotle think that a touch of madness is helpful for someone who w

Chp 20- What would be the development for Aristotle's term "Diction"?



Chp 25- Can it be morally wrong for a character to perform some actions on stage?

## 20. Plato, Gorgias, 447 - 482

πότερον δοκεῖ σοι, ὦ Πῶλε, κάκιον εἶναι, τὸ ἀδικεῖν ἢ τὸ ἀδικεῖσθαι;  
Which seems to you, O Polus, harmful to be, to suffer evil or to inflict evil?  
Gorgias 474c

knack (routine) /art = sophistic/legislation = beautification/gymnastics  
= rhetoric/justice = cookery/medicine

[http://www.gbt.org/yearbook/europe07/125CANON/IMG\\_2524.JPG](http://www.gbt.org/yearbook/europe07/125CANON/IMG_2524.JPG)

Plato's Academy

[http://www.gbt.org/yearbook/europe07/125CANON/IMG\\_2515.JPG](http://www.gbt.org/yearbook/europe07/125CANON/IMG_2515.JPG)

Agora area- tile standard

448- What is the difference between rhetoric and dialogue?

453- Why does Socrates keep pressing Gorgias to say what the field of rhetoric is?

454- What two types of persuasion are there?

456- Does Gorgias think that an rhetorician may use his skills for any end without comp?

462- What is the difference between an art and a routine?

463- What does Socrates mean by "to flatter?"

465- Explain the "geometrical proportion" that Socrates puts forward.

sophistic/legislation = beautification/gymnastics = rhetoric/justice = cookery/n

467- Explain the difference between willing what you are doing and willing that for the s

468- Why cannot the tyrant do what he wills?

474- *Note*

κάκιον – evil                      ἀγαθον – good

αἰσχρον – shameful              καλον – fair

478- Why is it good to be punished for a crime?

τέλος εἶναι ἀπασῶν τῶν πράξεων τὸ ἀγαθόν.  
End to be of all acts the good.  
Gorgias 500

482- What is the difference between an idea being grounded in convention and being grounded in nature?

483- Why does Callicles think that conventions are created by weaklings?

483- How could Callicles claim that "might makes right" is in accordance with nature?

487- Why is Socrates glad that Callicles is so frank in his positions, when Socrates disagrees with Callicles?

489- How did Socrates get Callicles to admit that in fact he did not think that the good was stronger but of the "more gifted" intelligent people.

491- What else does Callicles claim that the better man must have besides intelligence? What is this additional attribute?

492- Explain Callicles view of ideal happiness.

493- What is the point of the leaky pitcher analogy?

494- What is the point of the scratching example?

495- What is the "inconsistency" that Socrates draws Callicles into?

497- Explain how Socrates shows Callicles that the pleasurable and the good are not necessarily the same.

498- How does Socrates show Callicles that experiencing pleasure does not make one necessarily happy?

499-500- Show how Socrates gets Callicles to admit that orators may not use their art to benefit the city.

## 22. Plato, Gorgias, 504 - 527

ὁ Θάνατος τυγχάνει ὧν, ὡς ἐμοὶ δοκεῖ, οὐδεν ἄλλο ἢ δυοῖν πραγμάτων διάλυσις σώματος, ἀπ' ἀλλήλοις  
Gorgias 524 b

504- How are order and proportion produced in the soul?

505- How does Socrates lead Callicles to the position that "to be disciplined is better for one than to be indisciplined"?

507- Give three examples from Homer that might teach the lesson, "the temperate soul is better than the intemperate soul."

508- Why does Socrates think that it is appropriate that the universe is called orderly?

510- Why is the tyrant able to befriend no one but other tyrants?

521- What does Callicles mean by saying that one should be the "state's servant?"

521- Why does Socrates think that he would have no defense in a court of law?

525- How does Socrates think that we can reach the isles of blessed?

How has this idea influenced church dogma?

If Socrates were presented the Gospel would his ideas be a hindrance or aid in his seeing

How might God have used Plato to prepare the Pagan world to accept the Gospel?

23.The Rise and Fall of Athens: Nine Greek Lives; Theseus, Solon, Themistocles;  
**\*Paper 4 due\***

ἐχούσης γάρ τι τῆς ψυχῆς ἀγαπητικὸν ἐν εαυτῇ καὶ πεφυκυίας  
Plutarch, Life of Solon – chapter 7.

Delphi = [http://www.gbt.org/yearbook/europe07/120CANON/IMG\\_2026.JPG](http://www.gbt.org/yearbook/europe07/120CANON/IMG_2026.JPG)

Cleobus and Biton - [http://www.gbt.org/yearbook/europe07/120CANON/IMG\\_2074.JPG](http://www.gbt.org/yearbook/europe07/120CANON/IMG_2074.JPG)

Plutarch - [http://www.gbt.org/yearbook/europe07/120CANON/IMG\\_2074.JPG](http://www.gbt.org/yearbook/europe07/120CANON/IMG_2074.JPG)

Centaurs - [http://www.gbt.org/yearbook/europe07/124CANON/IMG\\_2463.JPG](http://www.gbt.org/yearbook/europe07/124CANON/IMG_2463.JPG)

<http://www.gbt.org/yearbook/europe04/england%20trip%20day%20six%2002>

Theseus

What does Plutarch say regarding the veracity of the history surrounding Theseus?

How did the men of Theseus' day resemble Callicles?

Explain why Theseus' galley become fodder for later philosophical discussions?

What measures did Theseus employ in order to centralize the inhabitants of Attica in Atl

Explain the derivation of our word "academy".

Solon

Give examples of Solon's moral approach to politics.

What were Anarcharsis' criticisms of democracy?

How did Thales attempt to show Solon the futility of worldly pleasures?

What qualifications did Plutarch make regarding Thales philosophy?

What were the main points of contention between the rich and poor?

What contemporary examples do you see that are comparable to the Greek use of eunhe

Can Solon truthfully say, "I stood guard with a broad shield before both parties [meaning And prevented either from triumphing unjustly."?"

Why did Solon abolish dowries?

What was Solon's cure for vagrancy?

Why was Solon against theatrical productions?

Themistocles

Why was Themistocles' son the most powerful man in the empire?

Explain the irony in the reply the people of Andros gave to Themistocles threats.

What do we know of Xerxes from the Bible?

Where in the Bible do we see followers of the teaching of the Magians?

#### 24. The Rise and Fall of Athens: Nine Greek Lives; Aristides, Cimon, Pericles;

τὸ γὰρ καλὸν ἐφ' αὐτὸ πρακτικῶς κινεῖ (set in motion) καὶ πρακτικὴν εὐθὺς ὀρεῖ ἐντίθησιν (put into), ἠθοποιοῦν (form character) οὐ τῇ μιμήσει (portrayal) τὸν θᾶλλον ἀλλὰ τῇ ἱστορίᾳ τοῦ ἔργου τὴν προαίρεσιν (purpose) παρεχόμενον

Αρητη

(provide).

Plutarch- Life of Pericles 2

Helmet of Miltiades - [http://www.gbt.org/yearbook/europe07/124CANON/IMG\\_2418.JPG](http://www.gbt.org/yearbook/europe07/124CANON/IMG_2418.JPG)

Shield - [http://www.gbt.org/yearbook/europe07/123CANON/IMG\\_2357.JPG](http://www.gbt.org/yearbook/europe07/123CANON/IMG_2357.JPG)

Muses (slaves) on Acropolis - [http://www.gbt.org/yearbook/europe07/124CANON/IMG\\_2469.JPG](http://www.gbt.org/yearbook/europe07/124CANON/IMG_2469.JPG)

Propylaea

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Pheidias sculpture- [http://www.gbt.org/yearbook/europe07/123CANON/IMG\\_2357.JPG](http://www.gbt.org/yearbook/europe07/123CANON/IMG_2357.JPG)

Aristides ostrakon - [http://www.gbt.org/yearbook/europe07/125CANON/IMG\\_2518.JPG](http://www.gbt.org/yearbook/europe07/125CANON/IMG_2518.JPG)

There are many references in these readings to various battles in the Persian Wars. For these battles it would be good to see p.133 in "Atlas of the Greek World" from Facts On File, 448-1

What becomes manifest in Aristides' character in the event with the ostrakon?

Why did Aristides think that the boat bridge across the Hellespont should not be destroyed?

What was Aristides' motivation for moving Athens in a democratic direction?

What weaknesses plagued the union of Greek cities under Aristides?

Cimon

Why was Cimon thought more Spartan (Peloponnesian) than Athenian?

How did Cimon win the allegiance of the Greek armies?

Did Cimon's generosity show him to be virtuous or simply a panderer?

How did Cimon weaken the military resolve of the other cities?

How were Pericles' actions instrumental in the downfall of Cimon?

Pericles

Why ought we to study the lives of famous men?

Why was Philip of Macedon ashamed of his son being able to play the harp so well?

Why does virtue have the ability to draw us to imitation while talents do not?

Why was Pericles especially concerned that the people would not suspect him of having

How did Pericles compete with the personal largesse of Cimon?

What was Pericles' most enduring contribution to Athens?

How did Pericles excuse his usage of the monies collected for the war against the Persians?

How does Plutarch describe the contrast between the Philosopher and the Statesman?

What did Pericles mean by saying, "no Athenian ever put on mourning because of me."?

How does Plutarch's view of the gods differ from that of the Poets?

25. The Rise and Fall of Athens: Nine Greek Lives; Nicias, Alcibiades, Lysander;

οὕτω μάλιστα ὁ Νικίας ἐπιστεύθη μαθὼν ἅ πολλαίκις αὐτοῖς προεῖπεν.

Life of Nicias 30 (end).

Macedonia

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[http://www.gbt.org/yearbook/europe07/121CANON/IMG\\_2200.JPG](http://www.gbt.org/yearbook/europe07/121CANON/IMG_2200.JPG)  
[http://www.gbt.org/yearbook/europe07/122CANON/IMG\\_2203.JPG](http://www.gbt.org/yearbook/europe07/122CANON/IMG_2203.JPG)

Plutarch

Nicias

Describe the influences that contributed to the Athenians deciding to go to war in Sicily.

How was Plato able to promote the acceptance of natural causes for natural phenomena?

Why did Nicias' fate cause his men to despair of ever receiving justice from the gods?

Why was the knowledge of Euripides' poetry of great benefit to Greek soldiers?

What was the irony in Nicias suffering defeat at the hands of the Sicilians?

[Map of Sicily](#)

[Map of Greece and Sicily](#)

Alcibiades

Explain the phrase "Leave the flute to the sons of Thebes, for they have no idea of conve

Of what nature was Socrates' "love" for Alcibiades?

What is the nature of Alcibiades character? Explain with examples.

What was a "deme"?

What does Alcibiades' ability to quickly assimilate with all types of people show regardi

Lysander

How did Lysander contribute to the corruption of Sparta?

How did Lysander empty many of the Greek ships without a single battle?

How was Gylippus' theft foiled and what was the lesson to be learned from it?

How was most of the Greek navy destroyed in a half hours' time?

26. The Histories; Read Book I;Book II, chps 50-53 & chps 112-120; Book III, cf

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[http://www.gbt.org/yearbook/europe07/120CANON/IMG\\_2057.JPG](http://www.gbt.org/yearbook/europe07/120CANON/IMG_2057.JPG)  
[http://www.gbt.org/yearbook/europe07/120CANON/IMG\\_2059.JPG](http://www.gbt.org/yearbook/europe07/120CANON/IMG_2059.JPG)  
[http://www.gbt.org/yearbook/europe07/120CANON/IMG\\_2060.JPG](http://www.gbt.org/yearbook/europe07/120CANON/IMG_2060.JPG)  
[http://www.gbt.org/yearbook/europe07/120CANON/IMG\\_2066.JPG](http://www.gbt.org/yearbook/europe07/120CANON/IMG_2066.JPG)  
[http://www.gbt.org/yearbook/europe07/120CANON/IMG\\_2062.JPG](http://www.gbt.org/yearbook/europe07/120CANON/IMG_2062.JPG)

I.2 Why does Homer never bring up contradictory reports regarding the events in the Tro does the events in his history?

I.32 Explain Solon's view of the benefits of worldly goods.

I.46-54 How did Croesus go about testing the veracity of the oracles? Might Jehovah act through the pagan oracles?

I.88 Why did Croesus' statement "What they are sacking and pillaging is yours." have su

I.91 What are the subtleties in the Oracles' statements that lead Croesus to his downfall?

I.97 What situation leads the Medes to desire a king over them?

I.111 Compare Herodotus' view of the gods with that of Homer.

I.129 Why does Astyages call Harpagus the "stupidest and most unjust man alive"?

I.191 Where in the Bible do we read of the events recounted in this section?

I.196 How did the Babylonians make sure that all of their girls were married, the pretty a

II. 50-53 What do these sections show of Herodotus' view of the gods?

II. 112-120 Why does Herodotus think it was improbable that Helen was actually in Troy

III. 38 What does Herodotus mean by "Custom is king of all"?

III. 72 What modern cliché means the same thing as Darius' statement, "Our practices ou is the same."

III. 80 What arguments does Otanes make in favor of democracy?

III. 81 What arguments does Megabyzus make in favor of oligarchy?

III. 82 What arguments does Darius make in favor of monarchy?

27. The Histories; Read Book V, chps. 91-93, 105; Book VI, chps 42-48, 56-72, 9

Marathon

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Thermopylae

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[http://www.gbt.org/yearbook/europe07/122CANON/IMG\\_2236.JPG](http://www.gbt.org/yearbook/europe07/122CANON/IMG_2236.JPG)

V. 92 Explain Thrasybulus' political advice to Periander.

VI. 94 Why was Darius so interested in receiving "earth and water" from all the Greek states?

VI. 110-120 Describe how the much smaller Athenian force was able to triumph over the Persians.

VI. 120 What will be the ensuing political effects of the Spartans' late arrival at Marathon?

VII. 8 What was Xerxes' main motivation for desiring to subjugate the Greeks?

VII. 10 What were Artabanus' concerns regarding the invasion of Greece?

VII. 17-20 How was Xerxes convinced to proceed with his campaign?

VII. 34-35 What do we see of Xerxes' character in the event with the Hellespont?

VII. 46 Explain Artabanus' statement- "And therein is the god discovered to be envious of the sweetness of life."

VII. 103 What assumptions does Xerxes make about the effects of democracy on the state?

VII. 139 Why does Herodotus hold that the Spartans' chances of success against Persia were very slim.

Give a number of reasons why the Spartans were able to hold out so effectively against the Persians.

28. The Histories; Read Book VIII; Book IX **\*Paper 5 due\***

τὰ πρόπει μᾶλλον βαρβάροισι ποιεῖν ἢ περ' Ἑλλησι.

Such renown is better suited to barbarians than Greeks.

Herodotus 9.79

Thucydides



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[http://www.gbt.org/yearbook/europe07/124CANON/IMG\\_2415.JPG](http://www.gbt.org/yearbook/europe07/124CANON/IMG_2415.JPG)  
Acropolis  
[http://www.gbt.org/yearbook/europe07/124CANON/IMG\\_2499.JPG](http://www.gbt.org/yearbook/europe07/124CANON/IMG_2499.JPG)  
Voting  
[http://www.gbt.org/yearbook/europe07/125CANON/IMG\\_2508.JPG](http://www.gbt.org/yearbook/europe07/125CANON/IMG_2508.JPG)  
Olympics  
[http://www.gbt.org/yearbook/europe07/123CANON/IMG\\_2353.JPG](http://www.gbt.org/yearbook/europe07/123CANON/IMG_2353.JPG)  
[http://www.gbt.org/yearbook/europe07/123CANON/IMG\\_2352.JPG](http://www.gbt.org/yearbook/europe07/123CANON/IMG_2352.JPG)  
[http://www.gbt.org/yearbook/europe07/123CANON/IMG\\_2351.JPG](http://www.gbt.org/yearbook/europe07/123CANON/IMG_2351.JPG)  
[http://www.gbt.org/yearbook/europe07/123CANON/IMG\\_2350.JPG](http://www.gbt.org/yearbook/europe07/123CANON/IMG_2350.JPG)  
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[http://www.gbt.org/yearbook/europe07/123CANON/IMG\\_2349.JPG](http://www.gbt.org/yearbook/europe07/123CANON/IMG_2349.JPG)  
[http://en.wikipedia.org/wiki/Image:Snake\\_column\\_Hippodrome\\_Constantino](http://en.wikipedia.org/wiki/Image:Snake_column_Hippodrome_Constantino)

Herodotus books 8-9

For questions that cover a wider number of sections, I will no longer be giving section nu

Describe the Persian destruction of the Acropolis.

VIII.59 What was Themistocles point in saying "But those who get left behind never get

Why was Sicinnus role in the battle of Salamis so crucial?

What explanations does Herodotus give for the defeat of the Persians at Salamis?

How was queen Artemisia able to escape when pursued by a Greek ship?

After defeat at Salamis, what was Xerxes greatest fear for his army?

Why did Eurybiades argue that the bridges over the Hellespont ought not to be destroyed

IX.16 What did the Persian at the dinner party tell Thersander that was so astonishing?

IX.22 Compare Herodotus' description of the death of Masistius to Homer's descriptions  
warriors.

Recount the Athenian and Spartan maneuvering for position when preparing to fight the  
Plataia.

What reasons does Herodotus give for Greek supremacy in the battle of Plataia?

What differences in the Greek and the Barbarian character becomes evident in Pausanias  
of Mardonius?

What point did Pausanias make with the preparation of the Persian and Spartan meals?

Ἐπειὰ τὸ ὅσιον, ὅτι ὅσιόν ἐστιν, φιλεῖται ὑπὸ τῶν Θεῶν; ἢ ὅτι φιλεῖται, ὅσιόν ἐστι  
Euthyphro 10a

Forum

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Bulliten boards for ten tribes

[http://www.gbt.org/yearbook/europe07/125CANON/IMG\\_2520.JPG](http://www.gbt.org/yearbook/europe07/125CANON/IMG_2520.JPG)

Stoa

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Prison?

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Assembly

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Socrates

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Plato's Academy

[http://www.gbt.org/yearbook/europe07/125CANON/IMG\\_2523.JPG](http://www.gbt.org/yearbook/europe07/125CANON/IMG_2523.JPG)

Gods

holy

Holy

gods

---

|God |

|Holy\_|

Plato's Euthyphro

Explain the circumstances in the case that Euthyphro is bringing to court.

5e. What is Euthyphro's first attempted definition of holiness?

6d. Why is Socrates not satisfied with the examples that Euthyphro gives?

9e. What is Euthyphro's second attempted definition?

10a. Put Socrates' question "is the holy approved by the gods because it is holy, or holy t

14b. What is his forth attempted definition?

What conclusion does the dialogue end with?

### 30. Plato, Apology,

ἀλλὰ γὰρ ἤδη ὥρα ἀπιέναι, ἐμοὶ μὲν ἀποθανουμένῳ, ὑμῖν δὲ βιωσομένοις· ὅποτε  
ἐπὶ ἄμεινον πράγμα, ἄδηλον παντὶ πλὴν ἢ τῷ θεῷ.

end of Apology

Mars Hill - Acts 17:16-34

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<http://www.gbt.org/yearbook/Greece2003/P3170021.JPG>

<http://www.gbt.org/yearbook/Greece2003/P3170022.JPG>

Apology

What accusation was brought against Socrates?

What was Socrates' response to the Oracle's statement regarding his own wisdom?

In what sense did Socrates claim that he was wise?

How does Socrates discredit Miletus?

How did Socrates refute Meletus claim that he was corrupting the youth of Athens?

How did Socrates prove to Meletus that he is not an atheist?

Why does Socrates call himself a gadfly?

Why did Socrates think that his divine voice did not oppose his conviction?

### 31. Plato, Phaedo, Beginning to 73

τὸ Θεοῦς εἶναι ἡμῶν τοὺς ἐπιμελουμένους καὶ ἡμᾶς τοὺς ἀνθρώπους ἔν τῶν κτημ  
εἶναι.

Phaedo 62b

Ancient Art and Mathematics

<http://www.gbt.org/yearbook/Greece2003/P3170027.JPG>

<http://www.gbt.org/yearbook/Greece2003/P3170028.JPG>

<http://www.gbt.org/yearbook/Greece2003/P3220114.JPG>

64a How is it that Philosophers are "of their own accord preparing themselves for dying"  
Why does Socrates think that cutting oneself off from their physical senses will bring on death?  
Recount Socrates' argument regarding the dead coming from the living and the living from the dead.

### 32. Plato, Phaedo, 73 to 90a

ἐκάστη ἡδονὴ καὶ λύπη ὥσπερ ἦλον ἔχουσα προσηλοῖ αὐτὴν πρὸς τὸ σῶμα καὶ  
σωματοειδῆ, δοξάζουσιν αὐτὰ ἀληθῆ εἶναι ἅπερ ἂν καὶ τὸ σῶμα φῆ.  
Phaedo 83d

apriori

What does Socrates mean by saying that all knowledge comes through recollection?

75d. Why does Socrates think that we must have obtained our understanding of such concepts  
and goodness, before birth?

In what sense do such terms exist?

Explain Socrates' proof of the afterlife.

81a In Socrates' view, how does one prepare oneself for death?

83d. Why are pleasures rivets?

86a. What does Simmias' attunement attempt to demonstrate regarding the soul?

What is the point of Cebes' story of the tailor and the coat?

How are some people brought to misology?

### 33. Plato, Phaedo, 90a to end **\*Paper 6 Due\***

See <http://www.gbt.org/homepages/translation.html> for weekly phrase.  
ᾧ Κρίτων, ἔφη, τῷ Ἀσκληπιῷ ὀφείλομεν ἀλεκτρυόνα.  
ἡδει

Phaedo 118

Meteora

[http://www.gbt.org/yearbook/europe07/121CANON/IMG\\_2109.JPG](http://www.gbt.org/yearbook/europe07/121CANON/IMG_2109.JPG)

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<http://www.gbt.org/yearbook/europe07/greekmisc/Greece%20-%202020.jpg>

What is Socrates argument against the attunement theory?

What is Socrates argument against Cebes?

Why is it natural that Socrates had an interest in mathematics and natural science when h

Explain Socrates' difficulties with Anaxagoras' views.

99b Explain this line- "being unable to distinguish between the reason for a thing, and th  
which the reason couldn't be operative."

100d What does Socrates mean by saying, "...it is by Beauty that beautiful things are bea

101c What does it mean to become two by "sharing in duality"?

How is it that Simmias can be both tall and short?

105d Explain Socrates' use of opposites in his explanation of the immortality of the soul.

Recount Socrates view of the "layered earth".

Does Socrates really believe in this view?

### 34. Exhortation to the Greeks; Chpts. I-IV \*Second semester questions due\*

πορεύομαι Journey, go, live  
διαπορεύομαι go through  
ἐκπορεύομαι go out  
ἐμπορεύομαι be in business  
ἐμπόριον market (emporium)  
προσπορεύομαι to come (prosper??) cmp O.Fr. prosperare "Cause to succeed"  
Go into business, get along well, going out of business etc.  
Business, busy from "anxiety, care"

Modern Greece /

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Chapter 1.

Explain Clement's understand of the pagan gods.

What is the "door hitherto shut?"

Chapter 2.

What is Clement's definition of Atheist?

How did the pagans come to worship many of their false gods?

What do Clement's examples of the god's licentious behavior prove?

Chapter 4.

How did the ancients come to worship courtesans?

**Please hand in your questions. You do not need to hand in week #35 c**

35. Exhortation to the Greeks Chpts. V-XII

Week 35

γραφαὶ δὲ αἱ θεῖαι καὶ πολιτεῖαι σώφρονες, σύντομοι σωτηρίας ὁδοί.  
Clement chapter 8

Chapter 5.

What did Clement mean by saying that the Pagan's had a "dream of the truth"?

Chapter 6.

Explain the phrase, "I seek after God, not the works of God."

With which ideas of Plato did Clement agree?

Explain, "God is the measure of the truth of all existence."

Why ought we not to have two balances in our bag?

Chapter 10.

What reasons does Clement give for the pagans to abandon the gods of their fore-fathers?

Explain- "For man has been constituted by nature, so as to have fellowship with God."

## **Papers**

**For information on your papers, please see the paper guides  
<http://www.gbt.org/guides.html>**

**All work to be considered must be turned in within one week date.**

## Second year Great Books Tutorial reading list

### 1. Peloponnesian War; I; II,1-46

What reasons does Thucydides give for the Trojans' ability to hold out against the Achaeans for so long? And, what do the reasons he gives indicate about his philosophy of history?

What is Thucydides purpose in writing the *History of the Peloponnesian War*?

What role did Corcyra play in the growth of hostilities between Athens and Sparta?

Who makes the stronger case in the dispute over Corcyra?

1.71 Why did Corinthians call the Spartans' foreign policy "out of date"?

1.73 What grounds did the Athenians give for the imperialism?

Compare the way enemies speak to one another in the Iliad to the way they speak in the *Peloponnesian War*.

Were the Athenians justified in attacking Potidaea?

For an interesting video on the war please take your Realplayer to <http://www.gbt.org/Tim94/thucydvid.rm>  
You might also find the political commentary of the man who wrote the introduction to the Landmark Edition interesting- <http://www.victorhanson.com/>

### 2. Peloponnesian War; II,47-end; III; IV, 1-41

II.53 What effects did the plague have on Athenian life?

II.60 I would like each of you to summarize two of the most salient arguments that Pericles gives in the speech beginning at II.60.

II.65 What evidence does Thucydides give for the statement, "power was really in the hands of the first citizen"?

III.37 What weakness in the Athenian character does Cleon point out in his speech?

III.37-48 Who shows himself more similar to Plato's "pandering orator" in the Gorgias, Cleon or Diodotus?

III.82ff What does Thucydides shows us about human nature in his description of the Corcyran civil war?

### 3. Peloponnesian War; IV, 42-end; V; VI, 1-32

Compare and contrast the Milean dialogue with Pericles' Funeral Oration.

### 4. Peloponnesian War; VI, 33-end, VII, VIII

Why were the Athenians willing to begin their campaign against the Sicilians when they were already so heavily engaged in the war with Sparta?

In 6.69 Nicias speech is called "encouraging." Given the dreary tone of the speech, how can that be a correct assessment?



Euphemus gives a number of arguments in 6.83 that do not seem to square with the opinions voiced in the Melean dialogue. What are the differences and why have the Athenians changed their tone?

When Alcibiades speaks to the Spartans, how does he explain away the significance of his treasonous behavior towards Athens?

How did the Athenians come to be the besieged rather than the besiegers? (7.11)

Why is the Spartan attack on Decelea so significant?

Compare the military significance of the Athenian defeat in the Great Harbor to the Persian defeat at Salamis.

Why was Nicias execution sadly ironic?

## 5. Republic; I-II 367e **\*Paper 1 due\***

How does Socrates refute the first definition of justice (i.e. to speak truth and pay your debts)?

Socrates is often held up as a great advocate of reason. Doesn't his continual refutation of proposed answers show that he is really not interested in finding a reasonable explanation for the various questions he asks?

What is the second attempted definition of justice?

How does Socrates come to the ironical conclusion that "justice is not good for much"? (333)

Explain Thrasymachus' definition of justice.

What does Socrates teach Thrasymachus using the pilot example?

How do Socrates' and Thrasymachus' views on the role of the shepherd differ? (345)

How does Socrates' bring Thrasymachus to the point where he admits that "neither arts nor governments provide for their own interests"? (346)

What is an "end"? Explain with your own examples. (352)

What is the example of Gyges supposed to prove?

τὸν μὲν μουσικὸν δῆπου φρόνιμον, τὸν δὲ ἄμουσον ἄφρονα. Republic 349 [Perseus](#)

## 6. Republic; II 367e-IV 427c

Explain Socrates statement that Justice can be a virtue of an individual as well as the State. (369)

Explain the advantages to the division of labor described in 369.

What is the cause of war? 373

What modern terms would correspond to Plato's terms "gymnastics" and "music"?

Why does the Guardian need both gymnastics and music?

Why should the stories of Hesiod be banned? 378

Why must the story of Achilles embassy be censured?

On what grounds did Aesclepius dispense his medicines?

Why must a judge not be young? 409

What happens when an education is lacking in either gymnastics or music?

What is the audacious fiction that Plato recommends telling the people in order to make them more loyal citizens?

Why must the Guardians have no personal property?

At the beginning of book IV, how does Socrates answer the objection that his extreme laws make the lives of his subjects miserable?

Why will poor cities triumph over the rich?

κοινὰ τὰ τῶν φίλων

The things of friends are common. Republic 424

## 7. Republic; IV 427d-VI 502c

How is the just man like the just State? (435)

What three elements in the State correspond to three elements in man?

Why will the just man be at peace with himself? (443)

How can marriages be beneficial to the State? (459)

Why does Socrates' argue that men and women should receive substantially the same education?

Why does Socrates think children should be spectators of war?

Most of what Plato says has some plausibility. Why do you think so much of what he recommends for family life is simply absurd and odd?

Why are some of Socrates' ideas called "waves?"

What is the answer to the question, "Who then are the true philosophers?" (475)

Explain the point Socrates makes with the analogy of the mutinous ship.

χαλεπὰ τὰ καλὰ -

The good is hard - Republic 435

## 8. Republic; VI502d-VII

Explain the analogy comparing the relation between the sun and sight with that between the Good and the soul. (508)

Draw the "divided line" and label each section appropriately. (510)

Draw the "cave." (511)

How does the cave resemble man's ignorance?

ἀγεωμέτρητος μηδεὶς εἰσίτω.

He who does not study geometry may not enter. - From the doorway of Plato's Academy.

## 9. Republic; VIII-IX

Plato describes the progressive decline of governments from aristocracy (the most perfect form of government) to tyranny. Please be prepared to enumerate each of stages (oligarchy, democracy, etc.) governments go through while moving between these two forms. Also be prepared to discuss the reasons Plato gives as to why a government progresses from one stage to the next.

In section 544, Socrates states that "governments vary as the dispositions of men vary." Explain what Socrates means by that.

Why do timocratic rulers not allow philosophers to rule? 547

Describe the disposition of the timocratic man.

Why is it that in an oligarchy if you are not rich, you are pauper?

Describe the causes behind the development of the oligarchic man from a timocratic upbringing. 553

How do democratic men come to disrespect oligarchic men?

Describe the causes behind the development of the democratic man from an oligarchic upbringing. 561

Socrates asks of a democracy, "in such a State, can liberty have any limit?" As Christians, do we have an answer to this question? 562

How does the "people's protector" become a ruthless tyrant? 565

## 10. Republic; X

How is a painter similar to a mirror?

How is the maker of a bed also only an imitator?

Why is God the "real maker of a real bed?"

Why is Homer of no use to the State?

Are you convinced by Plato's arguments regarding the effects of watching theater? Why or why not? 606

Why is their "ancient war" between philosophy and poetry? 607

Explain Plato's argument for the immortality of the soul.

Has Plato given a solution to the problem put forward by the story of Gyges' ring?

Why does Plato end the Republic with the tale of Er?

## 11. Aeneid, I-V **\*Paper 2 due\***

Why do you think Virgil mimics the Iliad and Odyssey so often?

How did the Greeks fool the Trojans into bringing the horse into the city?

Why did Aeneas forget his wife?

### *Table Of Gods And Goddesses: Greek and Roman Names*

<b>Greek name</b>	<b>Roman Name</b>	<b>Purpose</b>
Zeus	Jupiter	King of the gods
Hera	Juno	Queen of the gods, goddess of marriage of childbirth
Pallas Athena	Minerva	Goddess of wisdom
Poseidon	Neptune	King of the sea, patron of horses
Aphrodite	Venus	Goddess of love
Eros	Cupid	Son of Venus, god of love
Ares	Mars	God of war
Artemis	Diana	Goddess of the moon, of the hunt and of chastity
Phoebus Apollo	Apollo	Sun-God, god of healing, Patron of the arts
Demeter	Ceres	Goddess of seed-time and Harvest
Persephone	Proserpina	Queen of the underworld, Daughter of Ceres
Hades	Pluto	King of the underworld
Kronos	Saturn	Father of Jupiter, Pluto, Neptune, ruler of the order of gods
Hermes	Mercury	Messenger of the gods
Dionysus	Bacchus	God of wine
Hephaestus	Vulcan	God of fire

## 12. Aeneid, VI-VIII

What role did Helen have in the death of Deiphobus?

Who are the two "sons" spoken of in line 6.1120?

What does Anchises say the future destiny of Rome is?

What omens did king Latinus receive that convinced him Lavinia ought not to marry Turnus?

What omen convinced the Trojans their days of wandering were over?

What means does Juno employ to incite war in Italy?

Why is kind Evander willing to side with Aeneas?

Compare the shield of Achilles with that of Aeneas.

### 13. Aeneid, IX-XII

What task do Euryalus and Nisus attempt to accomplish?

What section of the Iliad does book nine resemble?

How is Turnus tricked into leaving the battlefield? (Book X)

Summarize the conditions set forward in the vows that are to govern the outcomes of Turnus and Aeneas' combat. (Book XII)

What misleading omen did Juturna perform in order to restart the fighting?

Why was Turnus sword broken so easily?

Does this story have a satisfactory conclusion? (Remember the Iliad!)

### 14. Nicomachean Ethics(Aristotle) I-II **\*Paper 3 due\***

How does Aristotle argue that there must be "chief good." (I.2)

Why is Aristotle's inquiry into the nature of happiness fundamentally a political one? (I.2)

What is an "end"? (I.5)

Explain Aristotle's objections to Plato's understanding of universal form of "good." (I.6)

Why is an understanding of the universal form of "the good" useless? (I.6)

What is Aristotle's definition of "the good"? (I.7)

What is man's "end"? (I.7)

Does Aristotle think that man has virtue in himself? (II.1)

What is "the mean"? (II.2)

Why can one not becoming virtuous by solely listening to Philosophy? (II.4)

Why are the virtues not passions? (II.5)

Give an example of the principle "it is possible to fail in many ways while to succeed is possible only in one way." (II.6)

Explain Aristotle's statement, "Moral virtue is a mean." (II.9)

Πᾶσα τέχνη καὶ πᾶσα μέθοδος, ὁμοίως δὲ πράξεις τε καὶ προαίρεσις, ἀγαθοῦ τινὸς ἐφίεσθαι δοκεῖ.  
Nicomachean Ethics 1.

## 15. Nicomachean Ethics III; IV 2-3; V 1-7

What are "mixed" actions? (III.1)

What are compulsory actions? (III.1)

How do men become unjust? (III.1)

Does Aristotle hold to the existence of a "free-will?" (III.2)

Προαίρεσις -choice.

About what things can we deliberate? (III.3)

Why do we deliberate about means not ends? (III.3)

What does "man is a moving principle" mean? (III.5)

answer: Headmaster with a U-Haul.

Define Aristotle's ideal courage. (III.6)

What are the so-called five courages and what are Aristotle's criticisms of them? (III.8)

Define temperance. (III.10)

What is a "belly-god?" (III.11) - no relation to jelly-bean

On IV. 2

The word translated "magnificence" is μεγαλοπρεπείας (megaloprepeias). This word literally translated means, "great-impression."

On IV. 3

The word translated "pride" is μεγαλοψυχία (megalopsuchia). This word literally translated means, "great-souled." The word in the NT translated "pride" is ὑπερηφανία (huperephania) or literally, "over-appearance."

On V.1

The word translated "justice" is δικαιοσύνης (dikaiosunes). This same word is used in the NT for "righteousness."

On V.3

"Qua" means "in so far as it is."

Explain this sentence. 1133b;16-19 (V.5)

What is the difference between legal and natural Justice? (V.7)

φρονέω	To think
ἄφροσύνη	Folly
παράφρονέω	To be insane
σωφρονέω	To be sane
σωφροσύνη	Good sense
σωφρονίζω	To teach
φρόνιμος	wise

## 16. Nicomachean Ethics VI; VII 1-3; VII 11-14

What is the cause behind choice? (VI.2)

Why must choice involve both reason and desire?

Do you agree with Agathon's statement?

Give some examples of scientific knowledge. (VI.3)

Define scientific knowledge.

What is practical wisdom? (VI.5)

Can the first principles of scientific knowledge be an object of scientific knowledge? Why or why not. (VI.6)

What is intuitive reason?

Define wisdom. (VI.7)

Why do the philosophers have philosophic but not practical wisdom?

Why are young men not good sources of practical wisdom? (VI.8)

Define understanding. (VI.10)

Define judgment (VI.11)

Do incontinent people act knowingly? (VII.3)

Explain two of Aristotle's arguments for why pleasure can be a good. (VII.12)

Does Aristotle think that wealth is necessary for happiness? (VII.13)

Explain this phrase, "all things have by nature something divine in them."

τέχνη - art

ἐπιστήμη – scientific knowledge

φρόνησις – practical wisdom

σοφία – philosophic wisdom

νοῦς – intuitive reason

## 17. Nicomachean Ethics VIII; IX

What advantages does Aristotle see in friendship? (VIII.1)

What are the necessary conditions for friendship to exist? (VIII.2)

Give the three types of friendship. (VIII.3)

What type of friendship is easily dissolved and why? (VIII.3)

Why do young people often quickly change friends? (VIII.3)

Define perfect friendship. (VIII.3)

How does Christian charity differ from Aristotle's understanding of friendship? (VIII.5)

How do love and friendship differ? (VIII.5)

Why cannot one be a "perfect friend" to many? (VIII.6)

How can children and parents be friends? (VIII.7)

Do you agree that it is impossible to be "friends" with God? (VIII.7)

What type of friendship can exist between those who are very different? (VIII.8)

How do tyranny and monarchy differ? (VIII.10)

Explain the statement, "it is the ideal of monarchy to be paternal rule." (VIII.10)

Can one be friends with a slave? (VIII.11)

Why is the friendship of utility full of complaints? (VIII.13)

Why is the good man at peace with himself? (IX.4)

Explain the statement, "goodwill is inactive friendship." (IX.5)

How is the love of poets and benefactors similar? (IX.7)

In what sense does Aristotle think that one should be a "lover of self"? (IX.8)

Does the happy man truly need friends? (IX.9)

How many friends should one have? (IX.10)

κοινὰ τὰ τῶν Φίλων. Nicomachean Ethics 1159b 30



## 18. Nicomachean Ethics X

Why did Eudoxis think that pleasure was good? (X.2)

Explain how Plato proved the good was not pleasure. (X.2)

How did Aristotle prove Plato was full of nonsense? (X.2)

Do all men aim at life or pleasure? (X.4)

Explain Aristotle's statement, "pleasure intensifies the activities." (X.5)

Explain Aristotle's statement, "each animal is thought to have a proper pleasure" (X.5)

Why is happiness an activity and not a state? (X.6)

Are the pleasures of amusement an end in themselves? (X.7)

Why is the philosopher the most self-sufficient of men? (X.7)

Why is the life of complete contemplation too high for man? (X.7)

Why must happiness be both contemplative and active? (X.8)

Does one need money to be a philosopher? (X.8)

Why do "the many" need law and punishment? (X.9)

Does Aristotle think that we ought to legislate morality? (X.9)

Final question from the Ethics.... drum roll please!

WHY IS PRIVATE EDUCATION BETTER THAN PUBLIC???!?!?

ἔστιν ἡ εὐδαιμονία κατ' ἀρετὴν ἐνέργεια. Nicomachean Ethics X.7.1

## 19. De Anima II: 1-7, 11-12

Explain- "Matter is potentiality, form actuality" (II.1)

Why does Aristotle dismiss the question as to whether the soul and body are one? (II.1)

If the eye were an animal, what would its soul be? (II.1)

Why is the soul of some plants potentially many? (II.2)

Why does Aristotle think that it was a mistake for former thinkers to place souls into bodies regardless of the bodies' form? (II.2)

Enumerate the psychic powers. (II.3)

(A wuiji board is not necessary to answer this question!)

Explain Aristotle's comparison of a triangle and its figure with the body and its' soul. (II.3)

How can living things attempt to participate in the divine? (II.4)

In what three ways is the soul the cause of the body? (II.4)

Define "transparent." (II.7)

Why is light necessary for color? (II.7)

Why must there be a medium in order to see color? (II.7)

What does Aristotle's think he proves by observing that an object cannot be viewed if it is placed on the eye itself? (II.11)

What is a sense? (II.12)

## 20. De Anima III: 3-13; I: 4, 408b 18-30

How are thinking and sensation similiar? (III.3)

How does Aristotle show the difference between sense and imagination? (III.3)

Aristotle says that if thinking is like perceiving, "the soul is acted upon by what is capable of being thought." Explain this sentence. (III.4)

How does Aristotle argue that the mind must not be attached to the body? (III.4)

"The mind is in a sense potentially whatever is thinkable, though actually nothing until it has thought" Explain. (III.4)

When one thinks of an inmaterial object, why are the thought and the object identical? Give examples. (III.4)

"Actual knowledge is identical with its object." Do you argee? Give an example. (III.7)

How do mind and appetite combine to produce movement? (III.10)

Why is the realizable good "that which moves without itself being moved?" (III.10)

Even though the mental functions decay, how does Aristotle argue that the mind itself does not decay? (I.4 408b 18-30)

## 21. Plutarch:Lives of Caesar and Cato the Younger **\*Paper 4 due\***

<http://www.gbt.org/CaesarCato.html>

Over the past year and a half we have study many types of character; orators, tyrants, the "great-souled", the courageous, the just. Which of these types is Caesar? Which is Cato?

\*Caesar

What comparison did Caesar make that caused him to see himself of meager accomplishment?

What factor's contributed to Caesar's military success?

How did Caesar gain the favor of the people?

What event brought about the destruction of the library at Alexandria?

Plutarch says that Caesar "had a passion after honor." Do you agree?

\*Cato

What similarities do you see in the Roman political situation to that of our own today?

Why did Cato have such influence with the common people?

Why did Cato not follow the ambitious paths of Caesar?

Why did Cato kill himself? Is that act consistent with his character?

***Magnanimity***- Greatness of mind; that elevation or dignity of soul , which encounters danger and trouble with tranquility and firmness. which raises the possessor above revenge, and makes him delight in acts of benevolence, which make him disdain injustice and meanness, and prompts him to sacrifice personal ease, interest and safety for the accomplishment of useful and noble objects.

## 22. The Annals of Imperial Rome: BooksI-II (p 31-119 in Penquin)

Compare Tacitus' treatment of Roman history to that of Plutarch. What similarities and differences do you see?

Recount the two views regarding Augustus' rise to monarchical status. (I.9)

How was Percennius able to incite rebellion among the troupes? (I.17)

How was Agrippina able to help quell the uprising.

What sort of leader did Germanicus show himself by his conduct during the uprising?

What was the significance of the rise of the "treason law?"

Do you think that Tacitus thought well of Germanicus?

## 23. The Annals of Imperial Rome: Books III-VI; XV.32-47; (p. 119-227 & 265-274 in Penquin)

Explain Tacitus understanding of the origin of law. (III. 25)

What was the threat that woman posed to armies? (III.33)

What type of character does Tiberius show in his conduct regarding the laws concerning excessive indulgence? (III. 52)

Why did Tiberius call the roman senators, "Men fit to be slaves." (III. 64)

Explain the statement, "Strengthen the executive, and you weaken the law." (III. 68)

How did Sejanus disgrace the empire during his rise to power? (IV. 2)

How did Sejanus make it appear as though Drusus poisoned himself inadvertently? (IV. 9) Why is this story doubtful?

Explain Tacitus rationale for the attention he pays all of the social details that occur in his history. (IV. 30)

Why would Livilla's marriage split the imperial house? (IV. 38)

How did the disaster caused by Atilius end up ennobling the Romans? (IV. 60)

Explain the positions of the two different schools concerning the course our lives take. (VI. 20)

What rumors does Tacitus report about Nero starting the great fire of Rome (XV.42-47)?

Which social group did Nero blame for the fire? How did he punish them? Why did Tacitus think that they were singled out?

## 24. Theaetetus Beginning to 186

Why is Theaetetus' initial definition of knowledge insufficient?

Why does Socrates call himself a midwife?

Why does Socrates refer to himself as "barren?"

Is Theaetetus theory that "knowledge is perception" at all plausible?

Explain how Socrates thinks that they eye can see.

How does this understanding of sense relations lead to the position that "there is no one self-existent thing, but everything is becoming and in relation".

Why is it important to consider the case of dreams and madness?

Why is it that Theaetetus cannot assert that as he speaks to Socrates he is not in fact dreaming?

What is the "manifest impossibility" involved in the assertion that "knowledge and perception are one" given our use of memory?

Explain how Socrates proves you can know and not know at the same time.

If man is the measure of all things why can there be no erroneous opinions?

Explain the sentence, "And does he not allow that his own opinion is false, if he admits that the opinion of those who think him false is true?"

Explain the absurdity that Protagoras position leads to in the arena of politics.

Explain the positions of these two combatants in their philosophic war.

Explain the two types of motion.

Why does perception become impossible if all is in flux?

What conclusion does Socrates come to regarding the nature of knowledge?

What reasoning does Socrates use to come to the conclusion that knowledge does not consist in impressions of sense.

## 25. Theaetetus 187 to end -

Explain why it is difficult to conceive of our minds as thinking a false thought.

How do false impressions arise?

What types of wax are minds made of and what mental characteristics are thought to result from the various types?

Why is it possible to confuse 11 and 12 in the hand, but not in the mind?

Why is Socrates ashamed that he does not know what "to know" means?

What does Socrates try to illustrate using the aviary example?

Recount and explain the significance of Socrates dream.

Why do syllable have a definition but letters do not?

Why is it that the letter rather than the syllable truly known?

Explain the two ways in which the wagon may be known.

Why does the letter/syllable analogy break down?

## 26. Physics IV 1-5, 8, III4-6 **\*Paper 5 due\*** -

Explain Aristotle's proof for the existence of place.

Summarize the six characteristics of place.

What is Aristotle's solution to Zeno's paradox that "place must be at a place which must be at a place which...."?

Explain the differences between place and form.

Why is place motionless?

Why do the heavens not have a place?

Why cannot void be a place?

Why is 1/0 undefined?

How long would it take a body to traverse a void?

Explain the five reasons for the existence of the infinite.

Explain the phrase, "it is impossible that the infinite should be a thing which is itself infinite, separable from sensible objects"

Why cannot the infinite be either compound or simple?

In what sense does the infinite exist?

Explain infinite by division and infinite by addition.

## 27. Physics VIII 1, 5-7, 9-10 -

Explain Anaxagoras' and Empedocles' views regarding motion and the universe.

Why must motion exist in order for there to be time?

Why must time be eternal?

Why must motion be eternal?

Why are Love and Strife insufficient principles to account for motion?

Why must there be a first mover that moves itself?

Note- some translations use the word "mover" rather than "mover." Both terms mean, "that which imparts motion."

"So this reasoning also shows that when a thing is moved, if it is not moved immediately by something that moves itself, the series brings us at some time or other to a mover of this kind. "

Explain

Why is mind the "unmoved mover?"

How might an object move itself?

How many unmoved movers are there?

When was the initial movement enacted?

Why must locomotion be the primary type of motion?

Why is rotation the primary locomotion?

Why cannot the finite be the cause of a motion during an infinite time?

Why cannot an infinite force reside in a finite magnitude?

Why must the mover occupy the circumference of the rotational motion and be itself motionless?

Why cannot the unmoved mover (mover) not have magnitude?

Has Aristotle proven the existence of God?

## 28. Metaphysics I 1; IV 1-4; VI 4 -

Compare art and experience.

Compare Aristotle's understanding of the nature of wisdom to biblical wisdom.

Explain why Aristotle thinks there should be one science devoted to the study of being.  
Why is being the most fundamental attribute?

Note- The word qua can be fairly confusing. It means simply, "in so far as it is". When examining various terms, it is used to designate in what sense you are using a word. If you were having a discussion about the high cost of clothes, you would be discussing clothing qua price. If you were having discussion about the appearance of clothes, you would be discussing clothes qua appearance. If you were discussing what the fundamental nature of clothes are in themselves, you would be discussing clothes qua clothes.

Why must the principles "contrary attributes cannot apply to the same object at the same time" be the starting point for all other axioms? This principle is commonly referred to as the principle of non-contradiction.

Why cannot everything be proven?

Why should you not argue with those who are not willing to accept the principle of non-contradiction?

Why cannot words have a infinite number of meanings?

Why must those who deny the law of non-contradiction also deny essence and substance?

Why are some attributes accidental?

In what way does our everyday practice assume the law of non-contradiction?

## 29. Metaphysics VII 1-4, 16-17; VIII 1-2, 6; IX 6,8 -

Compare substance and matter.

"Propter se" means "for or on account of itself."

Explain the sense in which qualities exist.

Explain Aristotle's disagreements with the theory of forms.

When a Platonist looks at a table and says, "I know that is a table because it corresponds to the form of "tableness", Aristotle thinks he is talking nonsense. Why?

How does Aristotle answer to the question, "Why are these materials a house?" differ from the one that Plato would give?

In what sense is matter also a substance?

Which phrase describes what a house actually is; "3 tons of bricks, 750 ft of cooper pipe, 3000 board ft. of wood, 530 Pd of metal fixtures...." or "a receptacle to shelter chattel and living beings"?

How is Aristotle using the "animal + biped" description of man to illustrate our understanding of the unity of various terms.

Philosophers have always tried to explain how we can look at two separate objects and identify them as the same thing. Plato explained this phenomena with the doctrine of the forms. Do you think that Aristotle has provided a satisfactory substitute for this theory?

## 30. Metaphysics I 2-7; II,1; XII 6-10 -

What are the characteristics of a wise man?

Why were the primal elements not a sufficient explanation for the nature of things.

Why does an object's being affect the nature of its truth?

Explain Aristotle's rationale for describing the divine as thought thinking on thinking.

Where do we find the good in nature?

"The rule of many is not good; one ruler let there be."

Why does Aristotle end with this quote?

### 31. Phaedrus Beginning-257 -

Why does Socrates think that the first two speeches were impious?

### 32. Phaedrus 257-end -

What do we learn from the myth of the cicada?

In what sense do the orators write speeches "in the praise of a donkey"?

In what sense should the parts of a speech resemble the parts of a living being?

Why does Socrates admire the one who can see the "unity and plurality"?

Why did Thamus lament the invention of letters?

What activities does Socrates hold to be superior to that of committing one's thought to paper?

### 33. The Nature of Things; I-III **\*Paper 6 due\***

#### Book One

List similarities between Lucretius philosophy and the typical modern world-view.

What arguments does Lucretius use to prove the existence of invisible particles?

Why cannot the primary element be fire?

What arguments are given against the theory of homoeomeria?

Summarize Lucretius' argument for the infinity of the universe.

#### Book Two

Why is the atomic swerve necessary to explain free-will?

Does Lucretius think we can believe in the gods?

How can sentient creatures be made of insentient atoms?

#### Book Three

What is the mind?



How does Lucretius prove the spirit mortal?

## 34. The Nature of Things; V-VI

Book 5

Explain Lucretius' arguments against the divine creation of the world.

How did the stars and planets come to be formed?

Recount the process by which human civilization was formed.

What is the origin of laws and institutions?

What is the origin of piety?

Book 6

What are Lucretius explanations for thunder and lightning?

What causes earthquakes?

## 35. On the Incarnation;

<http://www.gbt.org/Athanasius.html>

I.

Explain Athanasius' arguments for divine creation.

Why does evil lead to non-existence?

II.

What was the divine dilemma?

Why was the incarnation necessary?

III.

Why was divine revelation necessary?

What were the three means pagans could use to understand the nature of God?

What was the purpose of the miracles?

V.

How do the disciples of Christ themselves show that the power of death has been conquered?

VII.

How is it possible for the Divine Word to dwell in material man?

### **Papers**

1. Explain the causes that contributed to the fall of Athens. (750-1000 words)
2. Summarize the arguments in one book of the Republic; or on topic of your own choosing. (750-1000 words)
3. Compare the Iliad and Odyssey with the Aeneid; or on topic of your own choosing. (1000-1250 words)
4. Explain one chapter of Nicomachean Ethics; or on topic of your own choosing. (750-1000 words)
5. Topic of your own choosing. (1000-1250 words)
6. Topic of your own choosing. (1000-1250 words)

All topics of your own choosing must be approved by tutor.

**All work to be considered must be turned in within one week of the due date.**

## **Third year Great Books Tutorial reading list**

### **1. Confessions; I-V**

Is "The Confessions" an appropriate title for this book? What does Augustine confess? What would be a more appropriate title for this book?

Recount and explain the means God used to draw Augustine from the Manicheans.

### **2. Confessions; VI-IX**

When we read Augustine's descriptions of God's nature, it is often easy to hear the "echos" of his Platonism. How did Plato's influence on Augustine shape his understanding of God's nature? Was this influence an aid or detriment in his coming to true faith?

### **3. Confessions; X-XI**

Explain how Augustine thinks the Confessions can convert a pagan mind.

If the Roman Catholic Church had not strayed from Augustine's theology, would the Protestant reformation have been necessary?

What is the difference between motion and time?

Why is memory important to the Christian?

Why is the discussion of time important to *The Confessions*?

### **4. City of God; Book I**

To what purpose is Christian suffering?

Contrast the Christian and pagan understanding of honor.

### **5. City of God; Books II & III**

To what purpose is Christian suffering?

How does Christianity change our understanding of honor?

### **6. City of God; Books IV & V**

What inconsistencies does Augustine show in the Pantheon?

Why did the Romans leave their earlier monotheism for the pantheon?

Explain Augustine's arguments against fate using the example of twins.

How can God foreknow and yet man make significant choices? Make sure to explain using quotes from Augustine, not R.C. Sproul.

Ought a member of the city of God show patriotic enthusiasm for the city of man?

### **7. City of God; Books VIII, X**

Is Augustine's appreciation of the pagan error in Plato's thought adequate?

Why is Christ the only mediator?

Are demons merely spirits or solely evil spirits? Why is such a distinction important?

## **8. City of God; Books XI & XII**

Explain how God can be a "just ruler of evil wills" (XI.17) and yet not the author of sin.

XII.4 How is it that all things give glory to God?

XII. 7 Why must the evil will have no efficient (immediate) cause?

Explain Augustine's arguments against reincarnation.

## **9. City of God; Books XIII & XIV \*Paper 1 due\***

XIII.3 Why does Adam's sin produce a sin nature in all men?

Is death an evil?

## **10. City of God; Books XIX & XXII**

How is a Christian to live in the city of man?

## **11. Proslogium;**

Chapter II-III. Is the argument given in these chapters, commonly called the ontological argument, convincing?

## **12. Monologium; Chapters 1-40**

Should the fact that Anselm does not refer to the scriptures make his arguments more or less persuasive?

## **13. Monologium; Chapters 41-79**

Explain the differences and similarities between the members of the trinity.

How can there be differences between the members of the trinity and yet they are one?

## **14. Cur Deus Homo; Book One**

Why must sin be punished rather than simply forgiven? Explain in Anselm's terms.

## **15. Cur Deus Homo; Book Two \*Paper 2 due\***

Review Boso's summary at the end of chapter 18a of Cur Deus Homo and be prepared to summarize Anselm's reasoning for each of the positions Boso explains.

## **16. Summa Theologiae; Prima Pars, Questions 2&3**

If God's existence can be proved, why is it not self-evident that He exists.

## **17. Divine Comedy; Inferno I-XVII**

If Dante is a Christian, why does he include so many pagan references in the Comedy?

## **18. Divine Comedy; Inferno XVIII-XXXIV**

What do you learn of the nature of sin from the *Inferno*?

## **19. Divine Comedy; Purgatorio I-XVIII**

In what way does Dante's understanding of Free Will (Cantos 17-18) shape his vision of Purgatory?

## **20. Divine Comedy; Purgatorio XIX-XXXIII**

Is Beatrice a Christ-figure?

## **21. Divine Comedy; Paradiso I-XVII**

Why does Dante stratify heaven according to the various sins as he does purgatory and hell?

Rome pictures

[http://www.gbt.org/yearbook/europe06/100\\_2002.jpg](http://www.gbt.org/yearbook/europe06/100_2002.jpg)  
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Florence pictures

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Venice pictures

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## **22. Divine Comedy; Paradiso XVIII-XXXIII**

Is the Divine Comedy a help towards spiritual maturity?

## **23. Summa Theologiae; Prima Pars, Question 13**

In what sense can we say that our statements about God are true?

## **24. Summa Theologiae; Prima Secundae, Questions 90-94**

Compare and contrast divine law, eternal law, natural law and human law.

**25. Summa Theologiae; Prima Secundae, Questions 95-97 \*Paper 3 due\***

Ought there to be human laws against swearing, adultery or divorce?

**26. Summa Theologiae; Prima Secundae, Questions 100, a 1-3,9,10,12; 106; 108; 109**

100.9 Why should the mode (or state) of Virtue not be judged by law?

100.10 If we are to look to the divine for guidance in forming human law, should we not legislate all divine commands, i.e. love your neighbor?

100. 13 Does Aquinas believe we are saved through obedience to the law?

106.3 If the Gospel is superior to the Old Covenant, we didn't God give the Gospel to start with?

Is grace necessary?

**27. Summa Theologiae; Secunda Secundae, Questions 1; 2; 4 (a.8 only)**

Is faith as certain as science?

**28. Canterbury Tales; Prologue (through the Knight and Squire); Knight's Tale**

Explain love as it is found in the Knight's tale.

Why did wise king Theseus have Palamon and Emily marry?

**29. Canterbury Tales; Prologue (to end), Miller's Prologue and Tale; Reeve's Prologue and Tale; Chaucer's Retractions**

Can a Christian write such tales in good conscience?

<http://www.people.fas.harvard.edu/~chaucer/>

<http://www.luminarium.org/medlit/chauccess.htm>

**30. Canterbury Tales; Nun's Priest's Tale and Epilogue; Wife of Bath's Prologue and Tale**

Who does the wife of Bath end her tale with the long discussion of gentility?

**31. Canterbury Tales; Clerk's Prologue and Tale; Frankelyn's Prologue and Tale; Parson's Prologue and Tale (in synopsis); Chaucer's Retractions**

Compare and contrast Griselda and Job.

How can the same man write both the Franklin's tale and the Miller's tale?

**32. As You Like It**

Compare and contrast social life in the castle with life in the forest of Arden.

Would you rather live in the country or the city?

**33. Henry IV, Part I \*Paper 4 due\***

**34. The Prince**

Is Machiavelli wise?

**35. Richard II**

## Fourth year Great Books Tutorial reading list

### 1 Don Quixote; Part I (Summer reading)

What do the stories of Camila, Luscinda, Dorotea and Zoraida have in common with Don Quixote's misadventures?

### 2. Don Quixote; Part II (Summer reading)

How is it that Sancho comes to be so wise?

### 3. Institutes; I, i-vi, xv

Can the mind find truth concerning God without the aid of scripture?

### 4. Institutes; I, xvi; II iv-v.5; III xxi-xxii

How can one hold that God hardens the hearts of men and yet is not the author of sin?

### 5. Commentary on Galations; Chapters 1-2

May we disobey the law?

### 6. Commentary on Galations; Chapters 3

How can law and grace be opposed to one another, but yet both dwell in the Christian?

### 7. Commentary on Galations; Chapters 4-5

If one persists in a particular sin, should he assume that he is not of faith?

### 8. Bach; St. Matthew Passion

Please see the scores for the four passion chorales at <http://www.gbt.org/mpchorals.jpg> and <http://www.gbt.org/mpchorals2.jpg>. For easy comparison, each of the chorales has been set in the same key signature. For the words to each setting, see the booklet that came with your recording. You could also find the words in the hymn "O, Sacred Head Now Wounded". How has Bach arranged each of these chorales to complement the words of the different verses?

Find three examples of Luther's particular theological emphasizes reflected in the St. Matthew Passion.

It is helpful to note while listening that the Aria form is ABA. This means that the first half of the aria repeats after the entire aria is played once.

### 9. Essays of Montaigne; To the Reader; I, 26, On the Education of Children; I, 31 Of Cannibals; II, 11, Of Cruelty; III, 2, Of Repentance

How does Montaigne think we are to become good?

### 10. Essays of Montaigne; III, 13, Of Experience

Is the "natural" manner of life that Montaigne proposes worthy of admiration?

### 11. Novum Organum; I, Preface and Aphorisms 1-95 \*Paper 1 due\*

Explain and give examples for Bacon's four types of Idols.

### 12. Discourse on the Method; Parts 1-6



Does Descartes' Method strengthen or weaken Christian faith?

### 13. Meditations; Letters of Dedication, Preface, I-III

Does Descartes' argument for the existence of God depend on his argument for the existence of himself? Explain.

### 14. Meditations; IV-VI

Explain and critique Descartes' argument for the existence of sensible bodies.

### 15. Pensees;

Chapter II	13, 21, 25, 30, 36, 44, 47, 413, 627, 628, 688, 697, 806, 978
Chapter III	54-56, 58, 60, 65, 71, 72, 75
Chapter IV	78, 79, 622, 641, 771
Chapter V	80,81, 83, 85, 87, 89-93, 95, 97, 98, 101-103, 577 ,665, 711, 828
Chapter VI	106-108, 110-116, 118
Chapter VII	119, 121, 122, 124,-128, 131, 298, 401, 410
Chapter VIII	132-134, 136, 138, 139, 414
Chapter IX	140, 143, 145, 407
Chapter X	148

Choose one pensee that you find especially insightful and be prepared to explain the reason for its particular interest in class. Choose a second pensee that you find especially difficult to comprehend and be prepared to present a question to the class whose answer would help clarify the pensee.

### 16. Pensees;

Are Pascal's arguments for the truth of Christianity circular?

Chapter XI	149
Chapter XII	151, 152, 157, 160-162, 165, 166, 418, 427, 428, 434, 442, 444
Chapter XIII	170, 173-175, 182-185, 187, 188
Chapter XIV	189, 190, 192, 446, 449
Chapter XV	194, 198-201, 511, 512, 416, 417, 431, 471
Chapter XVI	205, 208, 210, 214-216, 219, 220
Chapter XVIII	228, 232, 234, 239, 241, 242
Chapter XIX	255, 265
Chapter XXIII	298, 300, 301, 308, 309, 423, 424
Chapter XXIV	332, 335
Chapter XXVI	351-354, 357, 358, 360, 364, 372, 373, 808, 821
Chapter XXVII	378, 380, 381, 835, 846
The Memorial	

### 17. Paradise Lost; I-III **\*Paper 2 due\***

Is Satan admirable?

I highly recommend reading C.S.Lewis' [A Preface to Paradise Lost](#) ISBN 0-19-500345-4; Oxford Press.

### 18. Paradise Lost; IV; V; "The Argument" of VI & VII; VIII; IX

How is Satan, a corrupt being, able to corrupt Eve, an incorrupt being?

## 19. Paradise Lost; X-XII

Does turning the biblical account of history into an epic help or deter us from understanding the Bible more truly?

## 20. Leviathan; I: 1-16;

Are government built on covenants?

## 21. Leviathan; II: 17-21, 24-29

Are personal liberty and the authority of Hobbes sovereign compatible?

22. Leviathan; II: 30, 31 (paragraphs 1-5, last 5 paragraphs); III: 32 (paragraphs 1-4), 38 (paragraphs 3, 4, 5, 16, 17), 39, 43; IV: 44 (1st three paragraphs only); 46, 47, Review and Concl.

Do you agree with Hobbes position that Christ's kingdom is not on earth until His second coming?

## 23. Discourse on Metaphysics

What is an idea?

## 24. Principles of Nature and Grace; Monadology

Compare and contrast an atom with Leibniz' understanding of the Monad.

## 25. Ethics; Book I **\*Paper 3 due\***

## 26. Ethics; Book II

27. Treatise on Human Nature; Introduction; Book I, Part I; Part II (except sections 4 & 5); Part III, Sections 1-8

30. Treatise on Human Nature; Book I, Part III, section 14; Part IV, sections 2, 6-7

31. Treatise on Human Nature; Book III, Part I; Part II, sections 1, 2, 5; Part III, sections 1, 3, 5

32. Vermeer; [Woman Holding a Balance](#), [A Lady Writing](#)

33. Gulliver's Travels; I, II

34. Gulliver's Travels; III, IV **\*Paper 4 due\***

35. Emma;