<table>
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<tr>
<th>Date</th>
<th>Topics &amp; Readings</th>
<th>Activities &amp; other tasks [subject to modification]</th>
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| Wk 1  | **Introduction & Overview**  
Summary and overview of the course  
What is society?  
Tools for thinking about society  
Thinking philosophically about society -  
What is social philosophy?  
Tracing trajectories of change: From medieval to modern England  
Read: The syllabus. Return the syllabus agreement. (due by )  
Read: “Goals and Questions: Learning by Design.” Complete the goals and questions project. (due by )  
Read: “Introduction to Social Philosophy” SPR pp. 1-2  
Read: Sauer, “Social Philosophy and Introduction” (Lecture notes on the course BB web site.)  
View: Schama, *History of Britain*, “Beginning” (tape 1, pt. 1) |  |
| Wk 2  | **British Isles 5000 b.c.- 1066**  
Hibbert I, *Story of England* I; Melting Pot  
[Your goal is to understand what factors contributed to the formation of the ‘nation’ of England]  
Read: Sauer, Lecture, “The Melting Pot” (on course web site)  
Read: “Two Speeches” (on course web site)  
**Think & Write:** In these texts, we have two speeches by women leaders to soldiers on the eve of battle: Boudicca’s speech before the Iceni’s final battle with the Romans and Elizabeth I’s speech to her troops at Tilbury before the battle with the Spanish Armada. In spite of a separation of almost six hundred years, there is a common theme. These theme(s) give us important clues to the development of social philosophy in Britain. In a three to four page essay: What is the historical context (crisis) of each speech? Compare and contrast the two speeches? What is the common theme of both? What do these speeches seem to suggest is basic to thinking about society? (due by )  
Site visits: Museum of London (Roman exhibit) or the British Museum (Celtic-Roman exhibit) |  |
| Wk 3  | **British Isles 1066-1381**  
Hibbert, I: Shaping  
Read: Hibbert HE pp. 43-89. Complete quizzes 3 & 4 (due by )  
Read: Sauer, Lecture: Struggle for a Nation  
View: Schama, “History of Britain,” “Dynasty” (tape program )  
Read: *The Magna Carta*, SPR pp. 31—38 |  |
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<th>Week</th>
<th>Topic</th>
<th>Readings</th>
<th>Think and Write:</th>
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<tr>
<td>Wk 4</td>
<td>British Isles 1381-1660</td>
<td>Hibbert III: Struggle for Power</td>
<td>What is the view of society, particularly the relationship of the sovereign and people, does it exhibit. What important principle does it express and which enters into English thinking about society?</td>
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<td>Wk 5</td>
<td>British Isles 1660-1990</td>
<td>Hibbert IV: Rise and Fall of Empire</td>
<td>Notice this period begins and ends with a 'revolt' (The Peasants' Rebellion and Restoration of the Monarchy after the Commonwealth). What basic principles of social living are being worked out in this period? On your view what factors are shaping social thinking?</td>
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<td>Wk 6</td>
<td>The Feudal Ideal - the Middle Ages</td>
<td>Fink, “Feudalism and the Social Philosophy of Aquinas,” SPR pp. 5-11</td>
<td>View the image “Salisbury Cathedral” (on the course web site). How does this building express medieval the social philosophy? How and why was Henry’s ‘punishment’ for the murder of Beckett consistent with this social philosophy? [Hint: Salisbury, who was present at Beckett’s assassination, has some important data for you to think about.]</td>
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Think and Write: Both Calvin and Hobbes argue that the purpose of the 'state' is to curb human sinfulness. However, each differs considerably in the form of government that each thinks is most likely to successfully do so. Calvin argues that a government of many. Hobbes argues that the best government is rule by an absolute sovereign. Each thinker had an important influence on British social thinking. Contrast and compare the two views. Explain how each is laying the foundation of the British view that society is constituted by freedom within the rule of law. Which social philosophy seems to underlie James I’s view of his position in society? Why? Which social philosophy seems to underlie Lilburne’s defense of freedom? Why? (due by )

Check in #1 Social Museum Project

Read: Fink, “Capitalism and Its Opponents,” SPR pp. 57-64
Read: Locke, “Two Treatises on Government,” SPR pp. 67-74 Complete the Locke Worksheet (due by June 16th)
Read: The English Bill of Rights,” SPR pp. 75-79

Think and Write: One of the key tensions of the 17th and 18th century was to explain and justify the concept of rights. Locke argues that rights (life, liberty, and property) are natural, given by God and inalienable. Hume, on the other hand argues, that rights are conventions or grants from government to citizens. Burke argues a middle way that rights are ‘habits of long usage’. Define the concept of rights. Explain what was at stake in this conversation about rights in thinking about society and social living. Take a position: What is the origin of rights? Make sure you support your position with sound reasons. (due by )

Site Visit: TBA. Hopefully the House of Commons

Read: Fink, “The Industrial Revolution and Its Opponents, SPR pp. 95-100
Read: Bentham, “Utility,” SPR pp. 105-112 Complete the Bentham work sheet (due by )

Site Visit: Ironbridge Museums (Presentations organized by Education Office of the Ironbridge Trust?)

Think and Write: We have discovered that an important view of society from the late 18th century onward was the view that society was ‘held together’ by the interactions of self-interested individuals. Smith advanced the view that one created a public good by allowing individuals to pursue their individual, personal goods (whatever and no
matter what they were). Many believed this described and explained the ‘invisible order’ of society that did not require God or very much government. Certainly, market industrialism was a successful political and economic system. On the one hand, there was an increase in wealth and prosperity. One the other, there were significant social problems emerging. Using this week’s films and your reading (e.g., Hibbert), discuss at least three problems that the new industrialization created that the market model of society could no adequately address. Without assuming that you would have benefited from the new industrialization, would you have wanted to live according to the ‘rules’ of a pure market model of social living?

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<th>Wk 11</th>
<th>The Reformist Ideal - 19th cent.</th>
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<td>Owen, Wollstonbecraft</td>
<td>Bselected readings</td>
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**Read:** Wollenstonecraft, “Vindication of the Rights of Women,” SPR pp. 91-93

**Read:** Robert Owen, “Report to the House of Commons,” SPR pp. 137-140, Complete Owen worksheet *(due by)*

**Read and think:** [required activity] BBC site

http://www.bbc.co.uk/history/society_culture/protest_reform/wollstonecraft_02.shtml#top

http://www.spartacus.schoolnet.co.uk/IRowen.htm

**Think and Write:** This week’s research suggests that if society is a social contract as proposed by early modern thinkers like Hobbes, Locke and Hume, there seem to have been important parties omitted from the agreement. Using your reading and research, who was left out? Why do you think they were left out? Does this change the meaning of the social contract? Is the idea of a contract a good way to conceive our social relations? [Make sure you provide illustrations from your reading (and the required websites). Support your final position with sound and adequate reasons.]

**Site visit:** Robert Owen Museum (Powys)

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<tr>
<th>Wk 12</th>
<th>The Socialist Ideal - 19th-20th cent</th>
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<tbody>
<tr>
<td>Fink</td>
<td>chapter 8</td>
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<td>Marx-Engels</td>
<td>readings</td>
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<tr>
<td>J.S. Mill</td>
<td>readings</td>
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**Read:** Fink, “The Rise of the Working Class & Socialism”

**Required activity:** BBC web site on revolution and reform

http://www.bbc.co.uk/history/society_culture/protest_reform/revolution_01.shtml

http://www.bbc.co.uk/history/society_culture/protest_reform/reformingActs_01.shtml

**Read:** Mill, “On Liberty”

**Read:** Marx, “Capital”

**Think and Write:** 1848 was a watershed date in Europe. Interestingly, Mill and Marx both produced important parts of their social philosophies that year. Mill published his Political Economy and Marx published the Communist Manifesto. What social conditions were shaping thinking about society in this period? Compare and contrast Mill and Marx social philosophies. Illustrate the connection between each social philosophy and society using examples of reforms that were instituted

[Final Submission Social History Museum & conference with instructor]

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<th>Wk 13</th>
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**Site Visit:** London Islamic Centre (?) This will be useful only if we have someone who is able to discuss Islamic
The West and the Rest . . .
The West and Islamic Social Philosophy: A Comparison

Read: Roger Scruton, “The Political Problem of Islam,” SPR pp. 141-150

Scruton provide a clear example of how knowing one’s own traditions of social thinking provides a way to understand the social thinking of others unlike oneself. It also helps us identify pivotal problems, issues and concerns so we might participate more intelligently and critically in the ‘conversation’ about the nature and function of society. Our work this week will be done exclusively through the discussion.

Abbreviations: Hibbert = History of England (C. Hibbert); SPR = Social Philosophy Reader (J. Sauer)

Assigned quizzes and worksheets are on the Blackboard website http://bb.stmarytx.edu. Click to the course you are registered for.

N.B. The schedule is subject to change depending on final arrangements for site visits. Also, we will take advantage of our location, events, interests and questions, and the development of the course to modify the schedule as we move along.

“Think and Write” excises are not required. They are suggestions, especially for students who have difficulty identifying the key issue(s) of social philosophy in the period for their social history museum. However, I will evaluate and comment on your “think and write” exercises if you submit them as a file attachment to an email: jsauer@stmarytx.edu.