Honors Intellectual Traditions
Revolutions
Policy Statement and Syllabus
Fall Semester, 2020

Instructor: Dr. Paul Ketzle
Office: MHC 1201
Online: http://utah.instructure.com

Office Hours: Th 11:00am-12:00 p.m.
(By appointment)

TEXTS

Plus PDFs, videos, and other materials that can be found on our Canvas website.

FOCUS

revolution (def.): 1) a revolving; a turning; 2) the overthrow of an established order.

“Revolution doesn't have to do with smashing something; it has to do with bringing something forth.”
— Joseph Campbell

“There are decades where nothing happens; and there are weeks where decades happen.”
— Vladimir Ilyich Lenin

The idea of “revolution” has come to frame the rapid and often radical shifts in the social, political, religious and scientific order for more than half a millennium. This Intellectual Traditions course will explore how this idea has come to permeate our history, our literature, our art and culture and politics. Our wide-ranging study will cover novels, stories, plays, scientific, philosophical and religious works, as well as other art, texts, and films. Our explorations will range from the scientific revolution of Copernicus to the reformation of Martin Luther, the establishment of the American Democratic Republic to the fight for equal rights of women and racial minorities to the economic revolt of the working classes. Our primary focus will be on critically reading texts within their own contexts to understand how this idea of “revolution” has arisen across different times, places, and cultures as we explore how these texts have inspired—or countered—revolution. Along the way, we will question, along with Jefferson, whether revolution is inevitable—or even an integral component to advance human society.

GRADING SCALE

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GRADED ASSIGNMENTS AND TESTS
- Zoom Meeting Participation/ White Board Questions: 20%
- On-line Discussions: 20%
- Paper #1: 20%
- Paper #2: 20%
- Paper #3: 20%

BASIC COURSE POLICIES
1) We will be using Canvas for this class. If you are unfamiliar with how Canvas works, you can use the Canvas Getting Started Guide for Students to learn the basics.
2) Active participation in the class is required.
3) Follow all assignment and course directions. Failure to do so will result in a loss of credit and lowering of your grade.
4) Regular, punctual participation is expected; excessive absence from assigned work or lateness should be expected to result in the lowering of your overall participation grade.
5) Come to class meetings prepared. Being unprepared to discuss the assigned reading or materials will have you marked absent.
6) Late papers will be marked down two full letter grades for each day they are late. Turning in your best work on time is always a better option than turning in something more “finished” but late.
7) If you find yourself struggling in any way, contact me. Dealing with issues before they become significant problems is always better than after-the-fact.
8) SAVE YOUR WORK FREQUENTLY AND IN MULTIPLE LOCATIONS.

OBJECTIVES AND LEARNING OUTCOMES
Written Communication: We will be learning to articulate complex ideas through the genre of academic writing. We will also explore writing as a means of exploring, processing, and creating thought through lower-stakes writing.

Inquiry and Analysis: We will explore issues and ideas from the end of Antiquity to the 20th Century, both as an historical-contextual exercise and as an attempt to understand how ideas build upon and react to each other and to learn to ask questions that challenge those ideas. We will utilize evidence from primary and secondary texts to construct arguments based upon this inquiry.

Creative Thinking: To engage all aspects of our intellectual intelligence, we will also consider conventional questions, topics, and events in unconventional ways, using creative approaches to imagine and reimagine these questions and the answers we might give them.

PAPERS
Your 3 papers will need to be submitted to Canvas in PDF format. You won’t receive credit for your assignment until you submit it in the proper location and format, which means that even if you email the assignment separately, it wouldn’t count as gradable until it has been submitted to Canvas. I will be commenting on your papers on Canvas, as well as (hopefully) providing you with a separate evaluation sheet (as a PDF) that will identify more general strengths and weaknesses of your assignment so you can determine what areas you need to focus on. (Points will be taken off for grammatical issues, so if you are weak in this area, I recommend that you focus extra attention to it. I can provide assistance and suggestions if you require them.)
PARTICIPATION

Zoom Class Meetings
We will be instead using Zoom to conduct small and large group discussions on Tuesdays during our scheduled class time, starting on August 25th. The general class discussions will be recorded for those who are having technical difficulties attending during this time. These sessions will be an opportunity for you all to interact with each other, share and challenge ideas, and generally create the kind of Honors community that is such a valuable part of your educational experience. Please let me know as soon as possible if you are facing any obstacles that will interfere with your ability to fully participate in this portion of the course.

Individual Meetings
Everyone is required to schedule at least one brief individual meeting with me during the first part of the semester. I will be sending out a sign-up sheet and will work to accommodate your schedules to the best of my ability. The purpose of this meeting is to discuss your own goals for the class and your education, as well as any concerns or questions you might have about the material.

Discussions
In addition to our virtual simultaneous Zoom meetings, we will be working extensively through online written group discussions, with responses both to the readings and to each other. This will be another way for you to interact with your peers and, importantly, to articulate your ideas and to have them challenged. These discussions will be evaluated not so much for the *correctness* of your ideas but rather in terms of your demonstration of your comprehension and ability to thoughtfully engage with the ideas and authors. These will be evaluated on a three-point scale, with exceptional work receiving a 3, appropriate work receiving a 2, and insufficient work receiving a 1.

Behavior
What’s expected of you is to contribute to the debates, discussion, and analyses that we are doing in this class. I expect you to challenge each other—and so you should expect to be challenged. I expect you to challenge me, as well, and you should never take the fact that I try to explain why I think you are wrong as any kind of insult or lack of respect. (I’ll also try to make a point of explaining why I think you are right, too.) Rather than feeling disrespected when people disagree with you, recognize that we seriously argue with those we respect, otherwise we wouldn’t waste our time. There’s nothing wrong with disagreement, but simple disagreement will not be sufficient in this class and shouldn’t be sufficient really anywhere else. Having an opinion is fine, but sharing and arguing one necessitates that you support it with reasons that can persuade a critical audience. And I’d argue that you should never be merely satisfied yourself with conclusions that you cannot defend to others.

Come prepared to discuss that week’s readings. Unruly or unprofessional behavior—either in Zoom meeting or in written comments—will negatively affect this grade. Conversely, strong and enthusiastic engagement is either or both will raise it.

PLAGIARISM POLICY
Punishment for plagiarism is an automatic E in the course. See sections II and V of the Student Code for details and consult your instructor and your textbook for explanations and examples so that you don’t run into trouble. Aside from the moral issues involved with cheating, you are only hurting your own development as a writer by not completing the assignments yourself.
COVID-19 PRECAUTIONS
If you test positive for COVID-19, the University requires that students self-report.
You can do so at this website: https://coronavirus.utah.edu/.

ADDRESSING SEXUAL MISCONDUCT
Title IX makes it clear that violence and harassment based on sex and gender (which
includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to
the same kinds of accountability and the same kinds of support applied to offenses against
other protected categories such as race, national origin, color, religion, age, status as a person
with a disability, veteran’s status or genetic information. If you or someone you know has been
harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office
of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office
of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential
consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to
the police, contact the Department of Public Safety, 801-585-2677(COPS).

ADA
The University of Utah seeks to provide equal access to its programs, services and
activities for people with disabilities. If you will need accommodations in the class, reasonable
prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building,
581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for
accommodations. All written information in this course can be made available in alternative
format with prior notification to the Center for Disability Services.

ACCOMMODATION POLICY
No content accommodations will be made for this course. It is the student’s
obligation to determine, before the last day to drop courses without penalty, if the
requirements of this course conflict with the student's sincerely-held core beliefs. If there is
such a conflict, the student should consider dropping the class.

STUDENT SAFETY
The University of Utah values the safety of all campus community members. To
report suspicious activity or to request a courtesy escort, call campus police at 801-585-
COPS (801-585-2677). You will receive important emergency alerts and safety messages
regarding campus safety via text message. For more information regarding safety and to view
available training resources, including helpful videos, visit safeu.utah.edu.
COURSE SCHEDULE
The following schedule is subject to change: please be sure to pay attention in class for announcements of additions, deletions, or substitutions. All texts can be found on Canvas unless otherwise noted as a Hard Copy (HC) that you will need to acquire.

WEEK 1 (Meets Tues., Aug. 25)
Tues: The Idea of Revolution (Zoom Meeting)
Thurs: Your Theory of Revolution due (by 10pm)

WEEK 2 (Meets Tues., Sept. 1)

MON: Q GROUP HAMILTON QUESTIONS DUE
Tues: Takeaways Due by class time
       Kuhn, “The Nature and Necessity of Scientific Revolutions”
       Copernicus, “Commentariolus”
       Darwin, “Origin of Species”

Thurs: 3 Peer Responses Due (by 10pm)

WEEK 3 (Meets Tues., Sept. 8)

MON: Q GROUP LAFAYETTE QUESTIONS DUE
Tues: Takeaways Due by class time
       Aristotle, Politics (Book V)
       Plutarch, “Spartacus”

Thurs: 3 Peer Responses Due (by 10pm)

WEEK 4 (Meets Tues., Sept. 15)

MON: Q GROUP MULLIGAN QUESTIONS DUE
Tues: Takeaways Due by class time
       Shakespeare, Julius Caesar (HC)
       Milton: “The Tenure of Kings and Magistrates”

Thurs: 3 Peer Responses Due (by 10pm)
WEEK 5 (Meets Tues., Sept. 22)

**MON:** Q GROUP LAURENS QUESTIONS DUE

Tues: Takeaways Due by class time
Paine, Common Sense;
Jefferson, “Declaration”;
Hamilton, “Farmer Refuted”

Thurs: 3 Peer Responses Due (by 10pm)

Paper #1 Due Friday (9/25)

WEEK 6 (Meets Tues., Sept. 29)

**MON:** Q GROUP HAMILTON QUESTIONS DUE

Tues: Takeaways Due by class time
Burke, “Reflections on the French Revolution”
Wollstonecraft, “Vindication on the Rights of Men”
Blake, “America: A Prophecy”; “Europe: A Prophecy”

Thurs: 3 Peer Responses Due (by 10pm)

WEEK 7 (Meets Tues., Oct. 6)

**MON:** Q GROUP LAFAYETTE QUESTIONS DUE

Tues: Takeaways Due by class time
“To the First Latin American Youth Congress” by Che Guevara
Lenin, “The Socialist Revolution”;
Havel, “Power to the Powerless,”

Thurs: 3 Peer Responses Due (by 10pm)

WEEK 8 (Meets Tues., Oct. 13)

**MON:** Q GROUP MULLIGAN QUESTIONS DUE

Tues: Takeaways Due by class time
Luther, 95 Theses, “Honest Exhortation”;
Wulffer, “Against the Unholy Rebellion of Martin Luder”
de Pizan, “Joan of Arc”

Thurs: 3 Peer Responses Due (by 10pm)
WEEK 9 (Meets Tues., Oct. 20)

Mon:  Q GROUP LAURENS QUESTIONS DUE

Tues: Takeaways Due by class time
      De Gouges, “Declaration of the Rights of Women”
      Seneca Falls Resolution
      Susan B. Anthony, “Is it a crime…?”
      Duer Miller, “Are Women People?”

Thurs: 3 Peer Responses Due (by 10pm)

WEEK 10 (Meets Tues., Oct. 27)

Mon:  Q GROUP HAMILTON QUESTIONS DUE

Tues: Takeaways Due by class time
      Douglass, “The Revolution of 1848”
      Confederate Articles of Secession

Thurs: 3 Peer Responses Due (by 10pm)

WEEK 11 (Meets Tues., Nov. 3)

Mon:  Q GROUP LAFAYETTE QUESTIONS DUE

Tues: Takeaways Due by class time
      Gandhi, “Doctrine of the Sword”
      Mandela, “I am Prepared to Die”
      Malcolm X, “Message to the Grass Roots”

Thurs: 3 Peer Responses Due (by 10pm)

Viewing: Cry Freedom

WEEK 12 (Meets Tues., Nov. 10)

Mon:  Q GROUP MULLIGAN QUESTIONS DUE

Tues: Takeaways Due by class time
      Lewis, March Book I (HC)
      Lewis, March Book II (HC)
      Lewis, March Book III (HC)

Thurs: 3 Peer Responses Due (by 10pm)
WEEK 13 (Meets Tues., Nov. 17)

MON:  Q GROUP LAURENS QUESTIONS DUE

Tues: Takeaways Due by class time
       Poetry and the Language of the revolution

Thurs: 3 Peer Responses Due (by 10pm)

WEEK 14 (Meets Tues., Nov. 24)

Tues: Takeaways Due by class time
       Art and Music of the Revolutions

Wed: 3 Peer Responses Due (by 10pm)

Thurs: Thanksgiving

WEEK 15 (Meets Tues., Dec 1)

Sun: Your Art and Music Contributions due (by 10pm)

Tues: Final Zoom Meeting to discuss You Art and Music Contributions

Thurs: 3 Peer Responses Due (by 10pm)

   Paper #3 Due Saturday (12/5)