Honors Intellectual Traditions
Community and Identity (Borders and Belonging)
Policy Statement and Syllabus
Fall Semester, 2021

Instructor: Dr. Paul Ketzle
Office: MHC 1201
Online: http://utah.instructure.com
Office Hours T/Th 12:30-1:30 p.m.
(By appointment)

TEXTS (All specific editions can be found at the University Bookstore)
- Life of Black Hawk, Kennedy, ed. (ISBN: 9780143105398)
- Herland, Gilman (ISBN: 9780486404295)

Plus, additional readings supplied on Canvas

FOCUS
“Forgetfulness, and I would even say historical error, are essential in the creation of a nation.” — Ernest Renan

“It’s not down on any map; true places never are.” — Herman Melville

This Intellectual Traditions course will explore the bonds that unite individuals together into communities. What does it mean to be “a people,” and how has the answer to that question changed both within and between different cultures over time? Who is part of the community, and who is excluded? How do the boundaries we draw—figurative and literal—define us, in turn; *how* identities have been and are constructed socially, culturally, and politically and in the process perpetuate conflict and inequality. In short, we will test the borders that define what it means to belong.

Our wide-ranging study will cover novels, stories, plays, religious works, and other art, film, and written texts. We will explore not only traditional concepts of tribalism, colonialism, and nationalism, but also the intersectionality of different communities of identity (gender, race, orientation) within larger cultures. Our primary focus will be on critically reading texts to understand how these ideas have developed and evolved based upon time, place, and culture, but our study will also give us opportunities to venture out into our own communities and to write and think about how these ideas apply to us, “the people,” ourselves.

GRADED ASSIGNMENTS AND TESTS
- Participation, Questions 10%
- Discussions 25%
- Literary Critique 20%
- Literary Critique 20%
- Literary Synthesis 25%
**Grading Scale**

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<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
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<tr>
<td>A</td>
<td>93-100</td>
<td>90-92</td>
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<td>B</td>
<td>87-89</td>
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<td>67-69</td>
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**Assignments**

Most of your major assignments 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 evaluating your papers online in Canvas, as well as providing you with a separate grade 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 energy on this.)

**Online Discussions**

You will be contributing discussion posts throughout the semester in response to both the reading and each others’ comments. This kind of “low stakes writing” is an opportunity for you to work through what you think about the readings and to engage constructively with the ideas of others. It’s also an opportunity to broaden the scope of our in-class conversations. 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.

**Critique Papers (1200-1500 words)**

These papers will each focus on making an argument about the text itself with limited, if any, external evidence. This is a deep dive into the text, not a summary, with an argumentative thesis. Start with what is challenging about the text rather than what is obvious and argue for your reading based upon the text itself. Look for internal contradictions or complicated ideas that need explication.

**Synthesis Paper (1500-1800 words)**

Like the Critique, you will be making a textual argument for this synthesis without using outside evidence. Using two to three of the required readings from our class this semester, you will explain an idea that runs through these terms in terms of how that idea either persists or contrasts between the texts. You can focus on identity, community, nationality, or any of the themes we’ve been discussing in these texts this semester.

**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.
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 the continuum of ideas that have shaped human thought and experience across eras and cultures and the relationship of those ideas to present understanding and perspectives. 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.

COVID-19 AND HEALTH PRECAUTIONS

Vaccinations: I strongly encourage everyone to get vaccinated if they have not done so already. This is the single most powerful way that you can protect yourself, your friends/families and to keep the virus from mutating. Free vaccinations are available on campus.

Masking: CDC guidelines (updated July 27) recommend masking in indoor public spaces (regardless of vaccination status) because breakthrough infections are possible and do occur. Given this guidance, the Honors College requests that all faculty and students wear masks while indoor in classrooms until further change in COVID infection rates. In setting our own community standards, the Honors College will continue to monitor epidemiological data on COVID cases from the Utah Department of Health and CDC’s evidence-based guidance for COVID-19.

RESOURCES FOR STUDENTS CONCERNING INTERPERSONAL VIOLENCE

I will listen and believe you if someone is threatening you.

If you are in urgent need of support, call 911 and/or the Utah crisis line at 800.273.8255. If you are experiencing interpersonal violence, sexual assault, domestic violence, and/or stalking, please report it to me and I can connect you to resources.

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.
STUDENT MENTAL HEALTH RESOURCES
If you need help, reach out for campus mental health resources, including counseling, trainings and other support.

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. Please visit the Administration Policy and Procedures Website (http://www.admin.utah.edu/facdev/index.html) and look under Accommodations Policy for complete details.

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 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, 801-581-5020 (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.
COURSE SCHEDULE

The following schedule is subject to change: please be sure to pay attention in class for announcements of additions, deletions, substitutions, or rearrangements.
*(HC)=Hard (Physical) Copy

WEEK 1 (Aug. 24 & 26)
(U1) Tues: Borders and Community

(U1) Thurs: Mozi (墨子), “Exalting Unity”

WEEK 2 (Aug. 31 & Sept 2)
(U1) Tues: Ibn Khaldun, the Muqaddimah (Prefatory Discussions 1,3,4,5)
Question Group: Red

(U2) Thurs: Devarim 7; St. Paul’s Letter to the Galatians
Question Group: Yellow

WEEK 3 (Sept. 7 & 9)
(U2) Tues: Emerson, “The Over-Soul”
Question Group: Green

(U2) Thurs: Virgil, The Aeneid (Book VI: The Kingdom of the Dead)
Question Group: Orange

WEEK 4 (Sept. 14 & 16)
(U2) Tues: Sor Juana Inés de la Cruz, Loa to the Divine Narcissus
Question Group: Purple

(U3) Thurs: Life of Black Hawk (HC)
Question Group: Maroon

WEEK 5 (Sept. 21 & 23)
(U3) Tues: Life of Black Hawk (HC)
Question Group: Gold

(U3) Thurs: Zitkála-Šá, The Sun Dance Opera
Question Group: Blue

Literary Critique Due Sat, 9/25
WEEK 6 (Sept 28 & 30)
(U4) Tues: Larson, Passing (HC)
Question Group: Red

(U4) Thurs: Black Panther
Question Group: Yellow

WEEK 7 (Oct. 5 & 7)
(U4) Tues: Gilman, Herland (HC)
Question Group: Green

(U4) Thurs: Gilman, Herland (HC)
Question Group: Orange

WEEK 8 (Oct. 12 & 14)
Fall Break — No Class

WEEK 9 (Oct. 19 & 21)
(U5) Tues: Shakespeare, Henry V (HC)
Question Group: Purple

(U5) Thurs: Shakespeare, Henry V (HC)
Question Group: Maroon

WEEK 10 (Oct. 26 & 28)
(U5) Tues: Declaration of Independence; U.S. Constitution (Preamble); Articles of Confederation
Question Group: Gold

(U5) Thurs: Gandhi, Hind Swaraj; Tagore, “Nationalism in India”
Question Group: Blue

Literary Critique, Due Sat. 10/30

WEEK 11 (Nov. 2 & 4)
(U6) Tues: Ondaatje, The English Patient (HC)
Question Group: Red

(U6) Thurs: Ondaatje, The English Patient (HC)
Question Group: Yellow
WEEK 12 (Nov. 9 & 11)
(U6) Tues: Ondaatje, The English Patient (HC)
Question Group: Green

(U6) Thurs: Ondaatje, The English Patient (HC)

WEEK 13 (Nov. 16 & 18)
(U6) Tues: Ondaatje, The English Patient (HC)
Question Group: Orange

(U6) Thurs: Ondaatje, The English Patient (HC)
Question Group: Purple

WEEK 14 (Nov. 23 & 25)
(U7) Tues: Art, Identity, and the Museum
Thurs: Thanksgiving — No Class

WEEK 15 (Nov. 30 & Dec. 2)
(U8) Tues: Marx & Engels: “The Communist Manifesto”
Question Group: Maroon

(U8) Thurs: Rand, “Collectivized Rights”
Question Group: Gold

WEEK 16 (Dec. 7 & 9)
(U8) Tues: Rawls, “A Theory of Justice”
Question Group: Blue

Thurs: Identity and Belonging

Final Synthesis Due 12/9