PLEASE NOTE: This course will include a 5 week, history role-playing game, “Reacting to the Past”, centering on the Enlightenment creation of Diderot’s *Encyclopédie*. RTTP games enact crucial periods and events in history and require all students to participate actively, employing creativity, speaking, writing, research, collaboration -- and behind-the-scenes negotiations. If you’re looking for an experience that can engage you completely and make your learning come alive, RTTP is it. Even naturally quiet students find that speaking as a historic figure is easier than speaking as oneself, especially when you are playing to win! Also, working together in RTTP builds a great community. *If you are looking for a class in which you can sit silently and anonymously in the back and take notes, this is not the one.*

In Honors IT classes, students are expected to spend two hours studying for every hour spent in class. *If you are planning to enroll for more than 15 credits this semester, you may want to reconsider your course load, or take Intellectual Traditions at another time.*

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**203 INTELLECTUAL TRADITIONS:** The Rise of Modernity, Fall 2017

Instructor: Patricia Rohrer, PhD
E-mail: via Canvas (preferred) or p.rohrer@utah.edu
Office: Fort Douglas Honors Center
Office Hours: Thurs 2-3, and by appt.

The humanities are fundamentally about questions concerning human values: what it means to lead a good life or how to build a just society. What are the obligations of an individual to the state, and the obligations of the state to her? Is there a set of characteristics we can call “human nature”? What does it mean to be free? Do human beings have a purpose? These and other questions about human values are fundamental to the study of the humanities, but they are also the heart and soul of living as responsible agents in a free society. Through close reading, writing and discussion, we will explore some of the enduring questions at the core of humanistic inquiry, and how they contribute to our own thinking – for better or worse -- about the nature of society and existence.

**TEXTS** Since we will spend a significant amount of time working with our texts in class, you are expected to bring the reading assignment to class each time we meet. Many of the readings are in the Course Readers, available (or soon to be) in the Campus Book Store. **No electronic books, please. This is a no-laptop, no-cellphone class.**


*Candide, or, optimism,* Voltaire, tran. Peter Constantine  

*Things Fall Apart,* Chinua Achebe  

And one of the following Team Teach Options (details to follow): *Oroonoko, Letters From a Peruvian Woman, The Interesting Narrative of the Life of Olaudah Equiano, Dream of the Red Chamber* (much abridged version), *Pride and Prejudice, Mrs. Dalloway, A Small Place*

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I. COURSE OBJECTIVES

To provide you opportunities to construct your own understanding of texts and issues by means of close reading, writing-as-thinking, peer-interaction, creative exercises, metacognitive reflection, and the role-playing game Reacting to the Past.

To develop skills and attributes essential for academic and professional success: critical thinking and problem solving, collaboration and leadership, agility and adaptability, initiative, and independent learning.

There will be few lectures. Instead, we will engage in activities designed to help you to:
Engage meaningfully with some of the enduring questions and ideas of humanistic inquiry

Take the initiative in your learning, and explore the most effective ways to acquire, evaluate and present it

Develop close reading skills, with an increased ability to understand, analyze and evaluate difficult texts

Write clearly and persuasively, supporting ideas with evidence

Think critically and creatively, making interdisciplinary connections, and connections to your own life

Learn to love the questions!

II. METHOD

In order to provide academic rigor as well as opportunities for you to experiment with ideas and methods for constructing and demonstrating knowledge, the work in the course falls into several categories:

1. Critical Reading and Writing: Hone the core skills of your liberal arts education. The foundation for this work is low-stakes writing in the form of a Reading Log – entries to be submitted to a Canvas log before each reading assignment is due. You will choose 4 of your Log entries upon which to base 4 short Critical Responses.

2. Reflection, Metacognition, Connections: Develop your thoughts about the texts and construct your own knowledge about the books and ideas we are exploring. There are required assignments toward this end, but you are also invited to choose some of the projects and exercises that you believe will most effectively help you to:
   - deepen your engagement with course reading, discussions and activities
   - incorporate content and ideas that are especially meaningful or interesting to you
   - explore interdisciplinary connections, and connections to your life and your society
   - choose some of the ways in which you want to construct and demonstrate your learning
   - provide opportunities for metacognitive reflection on your process and progress throughout the semester

3. Contributions to the Learning Community: Enhance your own and your classmates’ learning in the ways that best suit your own educational experience and interests: be prepared to talk about the passage you’ve chosen from the day’s reading, participate in discussions, suggest discussion questions and topics, help a classmate find textual evidence to support a point (or kindly produce effective textual counter-evidence), present an oral report, find a relevant film clip or work of art, share a definition you’ve looked up, research a question that came up in class, contribute relevant and informative historical details, etc.

4. Reacting to the Past: Shake up your preconceptions by immersing yourself in an alternative reality, adopting an unfamiliar perspective, and trying to make sense of it all.

5. Team Teaching: Read a text with the intention of teaching someone else about it. Learn to engage more deeply, and gain a very different perspective on what it means to do “close reading”.

6. Semester Review: Reconsider your semester’s work, put together what you’ve learned, and consider how your positions may have been reinforced or changed or become more complex over the course of the semester.

III. ASSESSMENT

The percentages below are approximations, and variable, depending on how you decide to manage your work.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>3 Essays (4-6 pages each)</td>
<td>25%</td>
</tr>
<tr>
<td>Reacting to the Past (includes at least 1 short speech or oral presentation, essays/creative work/research as needed, overall participation)</td>
<td>25%</td>
</tr>
<tr>
<td>4 Critical Reading Responses (2-3 pages each)</td>
<td>15%</td>
</tr>
<tr>
<td>Student Choice Work (includes reflections, creative exercises, class discussion, oral reports, bonus activities)</td>
<td>15-30%</td>
</tr>
<tr>
<td>Reading Log (and in-class writing exercises)</td>
<td>5%</td>
</tr>
<tr>
<td>Team Teach Group Presentation</td>
<td>5%</td>
</tr>
<tr>
<td>Final Semester Review (take-home review questions, open book, open notes)</td>
<td>5%</td>
</tr>
</tbody>
</table>

IV. COURSE AND CLASSROOM POLICIES
Assessment. Student Choice work provides some flexibility in terms of how you want to earn your grade. Regardless of points accrued overall, however, please note that there are minimum points required for different types of assignment in order to pass the course. Additionally, you must earn 90% of possible points for your Essays (combined, not singly) in order to qualify for a semester grade of A/A-.

Attendance is required. If you must miss class, it is your responsibility to ask a classmate to fill you in on what was covered or share his or her notes. After 2 unexcused absences, every subsequent absence will result in your semester grade being lowered by a half point (A to A-, B+ to B, etc.). If you know in advance that you will not be able to attend on any of the RTTP game session days, please let me know ASAP. Because of the disadvantage to your fellow students, no unexcused absences are allowed while the game is in session.

Bring your texts to class. This is a discussion-based course in which we will be working on developing close-reading skills. A pattern of failing to bring your text to class may result in loss of points.

Deadlines and Late work. I can be flexible about due dates for assignments that are not time sensitive IF you notify me that you need an extension IN A CANVAS EMAIL at least 24 hours in advance of the due date AND tell me when you expect to turn your work in, usually in 2-3 days time. Please note, however, that if you turn in work after the stated deadline, even with permission, you run the risk of not getting feedback in a timely fashion. Grade penalties begin to accrue, as appropriate to the situation, 1 week after the deadline. Time sensitive assignments include Reading Log entries, which must be submitted before class the day the reading is due, and writing assignments within Reacting to the Past, the deadlines for which are determined by the needs of the game.

English as a Second Language: If you are an English language learner, please let me know if there is any way that I can support your efforts in this class. There are also places on campus where you can find support for language development and writing: the Writing Center [http://writingcenter.utah.edu/]; the Writing Program [http://writing.utah.edu/] and the English Language Institute [https://continue.utah.edu/eli]

No cellphones, laptops, electronics in class. Unless you request permission, your grade will suffer if I see you using a cell phone in class. Please be aware that it is painfully obvious what you're doing when your eyes are focused on your lap.

Rewrites. Over the years I have found it most effective and efficient to review final drafts of your essays, in person, before you submit them for a grade. After essays have been turned in and graded, your re-writing options are limited, so you are highly encouraged to meet with me for a draft review beforehand.

- After grading, essays earning less than 85% of points may be re-written one time, and the highest revised grade you can earn is 90%.
- Rewrites of essays are due no later than 2 weeks after I've given feedback on the original, unless you ask me for an extension IN A CANVAS E-MAIL, sent in advance of the 2-week deadline.

Safe Place. I try to make my classroom a safe place for all students, regardless of race, color, gender, political or religious affiliation, geographical origins, age, or just about any other variable. This includes students who may feel marginalized for any reason. All members of the class are expected to support this effort. If you feel unsafe or disrespected, please let me know.

**TENTATIVE SCHEDULE** (See CANVAS for up-to-date information)

Aug 22  Introduction
Aug 24  Erich Fromm, selection from “The Illusion of Individuality” (handout)

DAWN OF THE MODERN ERA

Aug 29  Galileo, “Letter to the Grand Duchess”; selections from Francis Bacon, Rene Descartes
Aug 31  Thomas Hobbes, selection from *Leviathan* (CR); John Locke, selection from *Second Treatise* (CR)

Sept 5  Rousseau, “Discourse on the Origins and Foundation of Inequality Among Men” (CR)
Sept 7  Rousseau, “Discourse…”
---------Sept 8  1st Critical Response (500-750 words)--------

THE ENLIGHTENMENT (details to follow)
Sept 12  RTTP prep
Sept 14  RTTP prep

Sept 19  RTTP 1
Sept 21  RTTP 2
---------Sept 22  2nd Critical Response (500-750 words)---------

Sept 26  RTTP 3
Sept 28  RTTP 4

Oct 3  RTTP 5
Oct 5  RTTP Post Mortem
---------Oct 6  Essay 1 – RTTP Review/Reflection (1000-1500 words)---------

Oct 10-14 FALL BREAK

Oct 17  Gottfried Leibniz; Voltaire, Candide, or Optimism
Oct 19  Voltaire, Candide

ROMANTICISM
Oct 26  Hoffmann, “The Sandman”; William Blake, “Mock On”; Painting
---------Oct 27  Essay 2 - Candide Persuasive critical essay (1000-1500 words)---------

INDUSTRIAL REVOLUTION
Oct 31  Adam Smith, from Wealth of Nations; Karl Marx, from “Estranged Labor” (CR)
Nov 2  Marx, from “Private Property and Communism” (CR)

Nov 7  Chinua Achebe, Things Fall Apart
Nov 9  Achebe, Things Fall Apart
---------Nov 10  3rd Critical Response ---------

AGE OF ANXIETY?
Nov 16  Franz Kafka, The Metamorphosis

Nov 21  Jean-Paul Sartre, “Existentialism is a Humanism” (CR); Simone de Beauvoir, from The Second Sex
Nov 23  Thanksgiving
---------Nov 27  4th Critical Response ---------

Nov 28  Teaching Teams meet in class
Nov 30  Teaching Teams meet in class; Deneen, “The Science of Politics and the Conquest of Nature”(CR)

---------Dec 4  Essay 3 On your team teaching text ---------
Dec 5  Team Teaching Group Presentations
Dec 7  Team Teaching Group Presentations
FINAL SEMESTER REVIEW – On Dec 7, I will post questions (on Canvas) for you to choose from. Answers must be submitted by the last day of finals. Minimum 750 words.

UNIVERSITY POLICIES

Plagiarism  For a thorough understanding of plagiarism, please refer to UNIVERSITY REGULATIONS- Chapter X - CODE OF STUDENT RIGHTS AND RESPONSIBILITIES (“STUDENT CODE”). Section I.B.2. “Plagiarism” means the intentional unacknowledged use or incorporation of any other person's work in, or as a basis for, one's own work offered for academic consideration or credit or for public presentation. Plagiarism includes, but is not limited to, representing as one's own, without attribution, any other individual’s words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression. [UNIVERSITY REGULATIONS, Policy 8-10 Rev 5 Date: May 10, 2004]. If you have questions, please speak with me.

Students with Disabilities. 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. 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’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).