

HONOR 2103 – Intellectual Traditions
The State of Nature / Nature of the State
Policy Statement and Syllabus
Summer Semester, 2018 T/R

Instructor: Dr. Paul Ketzle
Online: <http://utah.instructure.com>

Office: MHC 1201
Office Hours: T/R 12:30-1:30 p.m.
(By *appointment*)

TEXTS

Robinson Crusoe, Daniel Defoe (Penguin Classics) **ISBN-13:** 978-0141439822
Frankenstein, Mary Shelley (Norton Critical Editions) **ISBN-13:** 978-0393927931
Passing, Nella Larsen **ISBN-13:** 978-0385721004
Plus Other Materials Posted Online

FOCUS

The European Renaissance opened a new era of scientific and philosophical inquiry, pursued by the increasingly prosperous populations and budding nations of the West—with consequences over the next 400 years for the entire world. The Protestant Reformation, the availability for cheap mass printing and books, the expansion of trade with the Middle and Far East and the rise of a mercantile class, the exploration of the New World, combined with the world-changing discoveries of Galileo and Newton fostered this new Age of Enlightenment. For intellectuals of the Renaissance and beyond, Reason replaced religious dogma as the pathway to truth. But this road was hardly a smooth one. If Truth was not simply to be accepted, it became necessary to ask what is human knowledge and what are its limitations? What is the basis of the Social contract, as well as the communities and governments that binds us together? Who might humans be outside of society, in a state of nature? Can we even actually **know** anything at all?

BASIC COURSE POLICIES

- 1) Active participation in the class is required.
- 2) Follow all assignment and course directions. Failure to do so will result in a loss of credit and lowering of your grade.
- 3) Regular, punctual attendance is expected; excessive absence or lateness should be expected to result in the lowering of your overall participation grade.
- 4) Online discussions, papers, and exams are required for course completion. Non-submission of a significant number of assignments is grounds for course failure.
- 5) Come to class prepared. Failure to come to class with the expected assignments or 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. (If you file issues other personal problems, email your work to me by the due date, no matter how “finished” it is. Turning in your best work on time is *always* a better option than turning in something more “finished” but late.)

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 using the GradeMark function in Turnitin, 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 in this area.)

PARTICIPATION

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.

How you conduct yourself in this class, including your attendance, tardiness, and behavior in class will all factor into this portion of your grade. Your mere presence in the classroom does not automatically qualify you to be marked present. You must come prepared with that day's assignment to be considered present. Unruly or unprofessional behavior may result in your being asked to leave and marked absent.

OBJECTIVES AND LEARNING OUTCOMES

Written Communication: Student writers will learn to articulate complex ideas through the genre of academic writing. They will also explore writing as a means of exploring, processing, and creating thought through lower-stakes writing.

Inquiry and Analysis: Students will explore issues and ideas from the Renaissance 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 learn to ask questions that challenge those ideas. Students will utilize evidence from primary and secondary texts to construct arguments based upon this inquiry.

Creative Thinking: To engage all aspects of students' intellectual intelligence, students will also be asked to consider convention questions, topics and events in unconventional ways, using creative approaches to imagine and reimagine these questions and the answers they might give them.

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.

GRADED ASSIGNMENTS AND TESTS

- Participation 10%
- Online Discussions 40%
- Mid-Term Essay Exam 25%
- Final Essay Exam 25%

GRADING SCALE

93-100 A	87-89 B+	77-79 C+	67-69 D+	00-59 E
90-92 A-	83-86 B	73-76 C	63-66 D	
	80-82 B-	70-72 C-	60-62 D-	

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

COURSE SCHEDULE

The following schedule is subject to change: please be sure to pay attention in class for announcements of additions, deletions, or substitutions

Date	Readings/ In-Class Discussion	Written Assignments / On-Line Discussion
Tues 5/15	Hobbes, "Natural Condition of Mankind" Galileo, "Letter to Madame Christina" Newton, "General Scholium" Descartes, "Meditations"	
Thurs 5/17	Defoe, <i>Robinson Crusoe</i> Locke, "Human Understanding"	<i>Discussion A1</i>
Tues 5/22	Defoe, <i>Robinson Crusoe</i> Hume, "Human Understanding" Kant, "Critique of Pure Reason" (Intro)	<i>Discussion A2</i>
Thurs 5/24	Hobbes, <i>Leviathan</i> Pt II (selections) Rousseau, "The Social Contract" Rousseau, "Discourse on Inequality"	<i>Discussion B1</i>
Tues 5/29	Federalists Papers Locke, "Two Treatises on Government" Hume, "The Perfect Commonwealth" Montesquieu, "The Spirit of the Laws"	<i>Discussion B2</i>
Thurs 5/31	Constitutional Convention	Mid-Term Essay Exam Due Saturday
Tues 6/5	Constitutional Convention	
Thurs 6/7	Wollstonecraft, "The Rights of Women" Shelley, Introduction (1831) Shelley, <i>Frankenstein</i>	<i>Discussion C1</i>
Tues 6/12	Shelley, <i>Frankenstein</i> Thoreau, "Civil Disobedience"	<i>Discussion C2</i> Rare Books Presentations <i>(Meet in classroom; We will travel at Marriott Library, 4th Floor after our class break.)</i>

Date	Readings/ In-Class Discussion	Written Assignments / On-Line Discussion
Thurs 6/14	Crane, "The Open Boat" Zola, "The Experimental Novel" Freud, "Civilization and Its Discontents" Larson, <i>Passing</i>	<i>Discussion D1</i>
Tues 6/19	T.S. Eliot, "Tradition and the Individual Talent" Said, <i>Orientalism</i> (selections) Achebe, "An Image of Africa" Akutagawa, "In a Grove"; "Rashomon"	<i>Discussion D2</i>
Wed 6/20		Final Essay Exam Due