Honors Intellectual Traditions
Borders and Belonging
Policy Statement and Syllabus
Fall Semester, 2019

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
Henry V, Shakespeare
Passing, Larson
Herland, Gilman
The English Patient, Ondaatje
Plus, a course reader supplied by Instructor

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

This Intellectual Traditions course will explore the bonds that unite individuals together into communities and define an individual’s sense of identity. 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. 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, texts, and films. We will explore not only traditional concepts of tribalism, nationalism, and colonialism, but the intersectionality of different communities of identity (gender, race, orientation) within the larger culture. 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 community and to write and think about how these ideas apply to we, “the people,” ourselves.

You will be discussing and writing analyses of these texts, as well as debating and working collaboratively to define the borders of our own nations. As a class, we also will be scheduling trips to the Utah Museum of Fine Arts, the Mestizo Institute of Culture & Arts, and a production during the Global Film Festival as we seek to contextualize and expand upon what we’ve read and discussed in the classroom.

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 safe.utah.edu.
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.)

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.

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.

GRADED ASSIGNMENTS AND TESTS

- Participation, Questions: 15%
- On-line Discussions: 15%
- Literary Critique: 20%
- Literary Synthesis: 20%
- Your Community (Presentation): 15%
- Your Community (Analysis): 15%

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-  |       |     |       |     |

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**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.

**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.

**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.
**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.

**WEEK 1 (Aug. 20 & 22)**

**Tues:** Hobbes / Declaration of the Rights of Man

**Thurs:** Mozi (墨子)

**WEEK 2 (Aug. 27 & 29)**

**Tues:** Ibn Khaldun, *Muqaddimah*  
(Prefatory Discussions 1,3,4,5)

**Thurs:** Virgil, *The Aeneid* (The Golden Bough)

**WEEK 3 (Sept. 3 & 5)**

**Tues:** Emerson, “The Over-Soul”

**Thurs:** Paul’s Letter to the Galatians; Deuteronomy

**WEEK 4 (Sept. 10 & 12)**

**Tues:** de la Cruz, *Loa to the Divine Narcissus*

**Thurs:** Autobiography of Black Hawk

**WEEK 5 (Sept. 17 & 19)**

**Tues:** Autobiography of Black Hawk

**Thurs:** Shakespeare, *Henry V*  

*Literary Critique Due Sat, 9/21*

**WEEK 6 (Sept 24 & 26)**

**Tues:** Shakespeare, *Henry V*

**Thurs:** Declaration of Independence; U.S. Constitution (Preamble); Articles of Confederation

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WEEK 7 (Oct 1 & 3)

Tues: Ondaatje, *The English Patient*

Thurs: Ondaatje, *The English Patient*

WEEK 8 (Oct. 8 & 10)

*Spring Break — No Class*

WEEK 9 (Oct. 15 & 17)

Tues: Ondaatje, *The English Patient*

Thurs: Ondaatje, *The English Patient*

WEEK 10 (Oct. 22 & 24)

Tues: Art, Identity, and the Museum

Thurs: Larson, *Passing*

WEEK 11 (Oct. 29 & 31)

Tues: *Black Panther*

Thurs: Gilman, *Herland*

*Literary Synthesis, Due Sat. 11/2*

WEEK 12 (Nov. 5 & 7)

Tues: Gilman, *Herland*

Thurs: *Meet in Rare Books Collection, 4th Floor Marriott Library*

WEEK 13 (Nov. 12 & 14)

Tues: Your Community Discussion and Prep

Thurs: Your Community Presentations

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WEEK 14 (Nov. 19 & 21)
**Tues:** Your Community Presentations

**Thurs:** Your Community Presentations

WEEK 15 (Nov. 26 & 28)

**Tues:** Your Community Presentations

**Thurs:** Thanksgiving — No Class

WEEK 16 (Dec. 3)

**Tues:** Borders and Belonging

**Final Community Analysis Due 12/7**