

# Honor 2810 - Intellectual Traditions Revolutions

## Policy Statement and Syllabus Spring Semester, 2022

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

**Office:** MHC 1201  
**Office Hours** Th 10:45am-11:45 a.m.  
(By appointment)

### TEXTS

*March*, John Lewis, Andrew Aydin, Nate Powell (Trilogy Slipcase Set) **ISBN-13:** 978-1603093958

*Julius Caesar*, William Shakespeare (Folger Shakespeare Library) **ISBN-13:** 978-0743482745

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.

### GRADED ASSIGNMENTS AND TESTS

- |                            |     |
|----------------------------|-----|
| • Participation, Questions | 10% |
| • Discussions              | 25% |
| • Literary Critique        | 20% |
| • Literary Critique        | 20% |
| • Literary Synthesis       | 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-	

## 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.)

### *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.

### *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.

## 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

To 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.

*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](http://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, 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 (Jan. 11 & 13)

(U1) Tues: The Idea of Revolution

(U1) Thurs: Kuhn, “The Nature and Necessity of Scientific Revolutions”  
Copernicus, “Commentariolus”  
Darwin, “Origin of Species” (selections)

### WEEK 2 (Jan. 18 & 20)

(U2) Tues: Aristotle, Politics (Book V)

(U2) Thurs: Plutarch, “Sparticus”

### WEEK 3 (Jan. 25 & 27)

(U2) Tues: Shakespeare, *Julius Caesar* (HC)

(U2) Thurs: Shakespeare, *Julius Caesar* (HC)  
*Question Group: Blue*

### WEEK 4 (Feb. 1 & 3)

(U2) Tues: Milton: “The Tenure of Kings and Magistrates”  
*Question Group: Gold*

(U3) Thurs: Hamilton, “Farmer Refuted”  
*Question Group: Green*

### WEEK 5 (Feb. 8 & 10)

(U3) Tues: Paine, “Common Sense”  
*Question Group: Maroon*

(U3) Thurs: Burke, “Reflections on the French Revolution”  
*Question Group: Orange*

**Paper #1 Due Saturday (2/12)**

### **WEEK 6 (Feb. 15 & 17)**

( U3) Tues: Wollstonecraft, “Vindication on the Rights of Men”  
*Question Group: Purple*

( U3) Thurs: Confederate Articles of Secession  
Douglass, “The Revolution of 1848”  
*Question Group: Red*

### **WEEK 7 (Feb. 22 & 24)**

( U4) Tues: Lenin, “The Socialist Revolution”  
*Question Group: Blue*

( U4) Thurs: Havel, “Power to the Powerless”  
*Question Group: Gold*

### **WEEK 8 (March 1 & 3)**

( U5) Tues: Luther, 95 Theses, “An Honest Exhortation... Against Rebellion”  
*Question Group: Green*

( U5) Thurs: Wulffer, “Against the Unholy Rebellion of Martin Luder”  
*Question Group: Maroon*

### **WEEK 9 (March 8 & 10)**

**Spring Break — No Class**

### **WEEK 10 (March 15 & 17)**

(U6) Tues: Christin de Pizan, “Joan of Arc”  
De Gouges, “The Rights of Women and the Female Citizen”  
*Question Group: Orange*

(U6) Thurs: Seneca Falls Resolution  
Anthony, “Is it a crime for a U.S. Citizen to Vote?”  
*Question Group: Purple*

**WEEK 11 (March 22 & 24)**

(U6) Tues: Steinem, “After Black Power, Women’s Liberation”  
Shlafly, “The Power of the Positive Woman”  
*Question Group: Red*

(U7) Thurs: Ghandi “Doctrine of the Sword”  
*Question Group: Blue*

**Paper #2 Due Saturday (3/26)**

**WEEK 12 (March 29 & 31)**

(U7) Tues: Malcolm X, “Message to the Grass Roots”  
*Question Group: Gold*

(U7) Thurs: Mandella, “I am Prepared to Di  
*Question Group: Green*

**WEEK 13 (April 5 & 7)**

(U7) Tues: Lewis, *March Books I, II, III* **(HC)**  
*Question Group: Maroon*

(U7) Thurs: *Cry Freedom*  
*Question Group: Orange*

**WEEK 14 (April 12 & 14)**

(U8) Tues: Poetry of the Revolution  
*Question Group: Purple*

(U8) Thurs: Blake, Prophecies  
*Question Group: Red*

**WEEK 15 (April 19 & 21)**

(U8) Tues: Music of the Revolutions

(U8) Thurs: Art of the Revolutions

**WEEK 16 (April 26)**

Tues: The End of Revolution

**Paper #3 Due Friday (4/29)**