

**HONOR 2103 – Intellectual Traditions**  
**The State of Nature / Nature of the State**  
**Policy Statement and Syllabus**  
**Spring Semester, 2022 T/R**

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

**Office:** MHC 1201  
**Office Hours:** T/R 10:45-11:45 a.m.  
*(By appointment)*

**TEXTS**

*Robinson Crusoe*, Daniel Defoe (Penguin Classics) **ISBN-13:** 978-0141439822  
*Oronooko*, Aphra Behn (Penguin Classics) **ISBN-13:** 978-0140439885  
*Frankenstein*, Mary Shelley (Broadview, 3<sup>rd</sup> Edition) **ISBN:** 978-1554811038

Plus PDFs, videos, and other materials that can be found on our Canvas website.

**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? Is human reason sufficient to lead us to moral and empirical truth about the world? And what, in the end, is the purpose of the state that governs us? What should that state look like and who should make those decisions? What are the fundamental rights and responsibilities that need to be protected?

We will be reading, discussing, and actively engaging in creating answers to these questions throughout the semester and culminating in our Constitutional Convention to negotiate and devise among ourselves our own Bill of Rights and Constitution.

**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-	

**GRADED ASSIGNMENTS AND TESTS**

- Participation / Questions 20%
- Online Discussions 20%
- Essay #1 (Critique) 20%
- Essay #2 (Critique) 20%
- Essay #3 (Your Federalist Paper) 20%

## **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.

## **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.

## 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) 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.
- 5) Late papers will be marked down two full letter grades for *each day* they are late. (If you have file issues or 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.)
- 6) All out of class assignments must be typed
- 7) SAVE YOUR WORK FREQUENTLY AND IN MULTIPLE LOCATIONS.

## 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

### *Your Federalist Paper/Synthesis (1500-1800 words)*

Our final paper this semester will be an argument in support of our proposed additions to the Bill of Rights or one of the nominated constitutions. We'll call this your own “Federalist Paper.” Your argument will be primarily geared toward those whose support you want to win over: those skeptical delegates or the Districts whose support is needed to ratify, including possibly your own.

## **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 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.

## **PLAGIARISM POLICY**

Plagiarism is, simply put, presenting others' work as your own. The punishment for clear intent of doing so 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 thinker and 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'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 site (<http://www.admin.utah.edu/facdev/index.html>) and look under Accommodations Policy for complete details.

## **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).

## 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 (Physical) Copy (HC) that you will need to acquire.*

### WEEK 1 (1/11 & 1/13)

(U1) Tues.: Hobbes, “Natural Condition of Mankind”

(U1) Thurs: Galileo, “Letter to Madame Christina”

### WEEK 2 (1/18 & 1/20)

(U2) Tues: Behn, *Oronoko* (HC)  
*Question Group: Blue*

(U2) Thurs: Defoe, *Robinson Crusoe* (HC)  
*Question Group: Gold*

### WEEK 3 (1/25 & 1/27)

(U2) Tues: Defoe, *Robinson Crusoe* (HC)  
*Question Group: Green*

(U2) Thurs: Rousseau, Discourse on Inequality  
*Question Group: Maroon*

### WEEK 4 (2/1 & 2/3)

(U3) Tues: Descartes, “Meditations”  
*Question Group: Orange*

(U3) Thurs: Locke, “An Essay Concerning Human Understanding”  
*Question Group: Purple*

### WEEK 5 (2/8 & 2/10)

(U3) Tues: Hume, “An Enquiry Concerning Human Understanding”  
*Question Group: Red*

(U4) Thurs: Transcendentalism  
*Question Group: Blue*

**Essay #1 Due Saturday 2/12**

### WEEK 6 (2/15 & 2/17)

(U4) Tues: Wollstonecraft, “The Rights of Women”  
*Question Group: Gold*

(U4) Thurs: Shelley, *Frankenstein* (HC)  
*Question Group: Green*

### WEEK 7 (2/22 & 2/24)

(U4) Tues: Shelley, *Frankenstein* (HC)  
*Question Group: Maroon*

(U5) Thurs: Freud, “Civilization and its Discontents”  
*Question Group: Orange*

### WEEK 8 (3/1 & 3/3)

(U5) Tues: Said, *Orientalism* (Introduction)  
Achebe, “An Image of Africa”  
*Question Group: Purple*

(U5) Thurs: Akutagawa, “In a Grove”; “Rashomon”  
Kurosawa, *Rashomon*  
*Question Group: Red*

### WEEK 9 (3/8 & 3/10)

**Spring Break — No Class**

### WEEK 10 (3/15 & 3/17)

(U6) Tues: Hobbes, *Leviathan*  
*Question Group: Blue*

(U6) Thurs: Rousseau, “The Social Contract”  
*Question Group: Gold*

**Essay #2 Due Saturday 3/19**

**WEEK 11 (3/22 & 3/24)**

(U6) Tues: Locke, *Two Treatises on Government*  
*Question Group: Green*

(U6) Thurs: Montesquieu, *The Spirit of the Laws*  
*Question Group: Maroon*

**WEEK 12 (3/29 & 3/31)**

(U7) Tues: Jahanbegloo, "The Gandhian Vision of Democracy"  
*Question Group: Orange*

(U7) Thurs: *Federalist Papers*  
*Question Group: Purple*

**WEEK 13 (4/5 & 4/7)**

(U7) Tues: Dahl, *On Democracy*  
*Question Group: Red*

(U8) Thurs: Constitutional Convention

**WEEK 14 (4/12 & 4/14)**

(U8) Tues: Constitutional Convention

(U8) Thurs: Constitutional Convention

**WEEK 15 (4/19 & 4/21)**

(U8) Tues: Constitutional Convention

(U8) Thurs: Constitutional Convention

**WEEK 16 (4/26)**

Tues: State of Nature and Nature of the State

**“Your Federalist Paper” Due Thurs. 4/28**