

Intellectual Heritage II: The Common Good

Temple University

Fall 2018

Course Number: 0852, Section 028

3.0 Credit Hours

MWF 1:00-1:50pm, Weiss Hall 00711

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Office Hours: Mondays 11-12pm, Anderson Hall 213D

Course Description

Unlike Intellectual Heritage I, which explores basic questions about what it means to be human, how we decide what is right or what is knowable, and how we define human nature, Intellectual Heritage II focuses on the way that human beings interact with one another. In doing so, we closely examine texts both in their historical context and as related to contemporary society, in order to investigate the social and political systems that define society today.

The readings for this semester are divided into two major themes: social justice and truth in the media. The first half of the semester, we will investigate social justice issues along the lines of economics, race, and gender. In the second half of the semester, we will examine the role that the media plays in the production of truth. The question of the reliability of scientific and historical fact is not a new problem. By looking at the resistance Galileo had to the heliocentric model, we find that the problem of finding absolute truth in this world is a recurring issue. This sets the stage for investigating the propagation of fact and opinion throughout the media today and for asking the question of how we can know if the information that we are getting is reliable.

Intellectual Heritage is designed to help you cultivate the skills needed to participate in a democracy, skills such as reasoning, critical analysis, and argument. In addition to learning how the texts construct an argument and what makes an argument persuasive, you will also be expected to construct arguments of your own, both in speech and in writing, about the issues these texts raise and how they relate to contemporary problems and attitudes. While they may help us understand aspects of the current “civilized” order, the texts also contain conceptual and imaginative resources that can be used to confront the present organization of society critically. This encounter provides an index that can then be employed to challenge the age in which we find ourselves today.

Learning Objectives

- Read in its entirety an unfamiliar and problematic written text (theoretically, historically, or culturally challenging)
- Recognize abstractions, large ideas, and implications associated with difficult written texts
- Make connections across disciplines, history and cultural boundaries
- Construct positions, arguments, and interpretations through textual analysis and evaluation
- Produce thoughtful writing that reflects a persuasive position and the conventions of academic discourse

Required Texts:

(All required texts are available for purchase at the Temple Bookstore. If you buy books elsewhere (Amazon, etc.), please purchase the required edition (compare the ISBN number). Many of the texts have differing translations. If you are uncertain which version to buy, please ask.)

- 1) Plato, *Republic*. Trans. G.M.A. Grube and C.D.C. Reeve, Hackett Publishing Company, 2004. ISBN: 0872207366.
- 2) Mary Wollstonecraft. *A Vindication of the Rights of Women*, ed. Miriam Brody. Dover Publications, 2004. ISBN: 978-014144125-2.
- 3) Marx, Karl and Engels, Freidrich. *The Communist Manifesto*. International Publishers, 2014. ISBN 0717802418.
- 4) Ta-Nehisi Coates. *Between the World and Me*. Spiegel & Grau, 2015. ISBN: 0812993543.
- 5) Brooke Gladstone, *The Influencing Machine*, Norton & Company, 2011. ISBN: 9780393342468.

Additional readings will be posted to Canvas.

Course Requirements:

The evaluation for the course will consist of six items (totaling 600 points):

1. Discussion Board (105 points)
2. Participation (80 points)
3. Pop Quizzes (50 points)
4. Group Presentations (60 points)
5. Three Homework Assignments (35 points each, totaling 105 points)
6. Coates Paper (100 points)
7. Information Literacy Final Paper (100 points)

Numeric-To-Letter-Grade Scale:

Name:	Range:	
A	100 %	to 94.0%
A-	< 94.0 %	to 90.0%
B+	< 90.0 %	to 87.0%
B	< 87.0 %	to 84.0%
B-	< 84.0 %	to 80.0%

Name:	Range:	
C+	< 80.0 %	to 77.0%
C	< 77.0 %	to 74.0%
C-	< 74.0 %	to 70.0%
D+	< 70.0 %	to 67.0%
D	< 67.0 %	to 64.0%
D-	< 64.0 %	to 61.0%
F	< 61.0 %	to 0.0%

1) Discussion Board

For each text, students will upload two different types of discussion board posts.

a) By the beginning of each class in which new readings are assigned, students are required to post one question they have about the week's reading. This question should be about or be inspired by a specific passage from the assigned reading for the day. You must include a quotation of the passage in your post and provide full citation information for your passage following Chicago Manual style. Your question must be open-ended with no simple yes or no, right or wrong answer. The question should invite discussion and further questions about the reading. *These questions are due by the beginning of class every time you see "(Q)" on the syllabus.*

b) Each student must respond to at least two other students' questions. Comments on others' posts must be between 100 and 250 words. These responses will be evaluated according to their engagement with other posts and according to the quality of the writing, thinking, and discussion. That means that the response should not just repeat what someone else has written, but should respond and comment on the previous posts or questions and advance and deepen the discussion. You can do this in various ways: mention an observation, claim, or supporting reason raised in the text that deepens the discussion; restate what another student has said, or restate a claim from the text, and then ask a *question* or suggest a clarification that might lead to a deeper discussion; offer an *example* (perhaps from personal experience) that either supports a claim being discussed or calls it into question; or suggest a different way to think about an issue. *Your responses are due by the beginning of class every time you see "(R)" on the syllabus.*

It is crucial that everyone be very respectful of each other in the discussion threads. Take an extra minute before posting in a thread to make sure that your words and tone are appropriate—especially when disagreeing with a fellow student.

2) Participation

Participation is based upon active involvement in discussion and group work, engaged reading and preparing for class, answering questions when called upon, and attendance (see the attendance guidelines below). You must complete the required readings for each session and bring your book to class.

3) Pop Quizzes

Throughout the semester I will give you 5 pop quizzes worth 10 points each. These quizzes will be given randomly at the beginning of select classes.

4) Group Presentations

In small groups, you will prepare two presentations on one assigned text:

a) The first presentation will be during the first class session in which we begin discussing your groups' assigned text. At that time, you will give a presentation that serves as an introduction to the text. Helpful information usually includes historical context of when the text was written, information about the author (if known), and general information about the text itself. In your research, you must use at least two scholarly sources (the introductions of your required texts make an excellent scholarly source!). Temple librarian Fred Rowland has created a Research Guide that will help you find the proper types of sources for this presentation: <http://guides.temple.edu/ih0851>. You will need to provide a bibliography of your sources, which you will be required to hand in through Canvas. (Wikipedia does not count as a scholarly source!). How you choose to present this information is up to you, but I will offer an example when I present an introduction to the first text we will be covering this term. This presentation should last 10-20 minutes.

b) The second presentation will be during a discussion session we have on your assigned text. Your group will create an activity for the class that helps us review key themes, ideas, and elements in the text. The type of activity you choose is up to you. This class activity should last 25-30 minutes.

Each student must fill out the Group Project Peer Review Survey on Canvas under "Group Projects" in order to gain credit for this assignment.

5) Homework Assignments

You will be asked to complete three homework assignments throughout the semester. The due dates for each homework are clearly marked on the syllabus—each homework assignment is due *by the start of class* for the day and is to be submitted on Canvas. You will be able to find the prompt for each homework on Canvas.

6) Coates Paper:

DUE ***Friday, October 26th by midnight*** via Canvas as a Word document or PDF.

You must complete and turn in this paper to pass the course.

In roughly four pages, write a letter to someone in a younger or future generation. Draw from what you've learned in this course to address unjust treatment(s) of some kind(s).

Think of Coates' *Between Me and the World* (2015) as a kind of guide—not necessarily a guide for the content of your work, but a guide for the general purpose of the paper. He was motivated to share his experiences, beliefs, fears, and hopes with his son. This is your chance to take on a similar project based on your own perspectives and what you have learned.

You are welcome and encouraged to make this creative and engaging. At the same time, you should hold your audience to a high standard as Coates did with his 15-year-old son; that is, don't dumb down your message. Keep the bar high.

For an A, you need to spend an appropriate amount of time on this assignment. Exactly what that is varies, but it's *not* an afternoon. Start now. Your score will be out of 100 possible points.

7) Information Literacy Final Paper

DUE: Wednesday, December 12th by Midnight

The goal of this assignment is for you to demonstrate the information literacy skills that you've been working on throughout the semester. Additionally, you must exhibit superlative writing skills, so I strongly encourage you to visit Temple's Writing Center.

Your task is to choose one reliable publication to add to the course's schedule, keeping in mind the overall goal of the course to encourage a greater appreciation and respect for different human experiences. You must provide a defense for adding the publication to the schedule; that is, you must provide an argument for your choice. Appropriate length is 4-6 pages.

Course Policies

Attendance: Students are expected to attend all class meetings. Attendance is necessary to maintain your participation grade. Arrive and be prepared by the beginning of the class. Tardiness or leaving early will affect participation for that day. I allow three missed classes (1 week) without penalty (including those for illness). After the third absence, the student's semester grade will be lowered one grade for each unexcused absence (for example, if you have one unexcused absence an A will become an A-, an A- will become a B+, a B + will become a B, and so on). I will be taking attendance each class, but it is your responsibility to keep track of your own absences. If you cannot attend class please send me an email ahead of time and get in touch with another student for notes or discussion in order to be prepared for the next class you attend. If you are an athlete or you have a religious holiday, which will require your absence, please tell me at the beginning of the semester. **Extra credit:** To earn extra credit to make up for an absence, you will need to submit a one page review of an Intellectual Heritage film or special event (a list of all

events can be found here: <https://ih.ticketleap.com/>) in which you will also make a connection to the text we discussed during the missed class.

Course Website on Canvas: We will use Canvas for our course schedule, discussion board posts, grades, and additional texts and materials.

Lateness: It is important for all of us to be working on the same material at the same time. Late (even *barely* late) work loses the point equivalent of one full grade, and a further grade for each additional twenty-four hours of lateness. If for some reason you cannot complete an assignment it is your responsibility to notify me **in advance** and to provide proper documentation. Technical issues are not acceptable excuses for late work.

Cell Phones: Cell phones are not appreciated as they may disturb the intensity of the learning environment.

Communication Check your Temple e-mail regularly. Class announcements such as updates, cancellations or assignment changes will be communicated by e-mail and/or Canvas. Although I often check email and the discussion board during the weekend, I cannot guarantee that I will respond to emails sent over the weekend.

Academic Conduct: It is crucial that everyone be very respectful of each other in class and in the discussion threads. Take an extra minute before posting in a thread to make sure that your words and tone are appropriate. Counterarguments are always welcome, and in fact are encouraged; but when we disagree, it is important to do so in a productive manner.

Academic Honesty

Plagiarism and academic cheating are prohibited by University policy. Your work must be your own, and all sources must be cited according to the Chicago Manual Style (including books, articles, electronic resources on the internet, pictures, or anything else you reference that has not been written or created by you). Anyone caught plagiarizing will fail the assignment or the course. *If you are uncertain about whether completing an assignment in a particular way is cheating or plagiarism please contact me.*

Course Schedule and Readings:

Week 1:

Monday, 8/27: Welcome and Course Overview
 Wednesday, 8/29: Plato, *Republic*, pp. 36-65 (Q)
 Friday, 8/31: Plato, *Republic*, pp 96-102 (Q)

Week 2:

Monday, 9/3: *Labor Day, No Class*
 Wednesday, 9/5: Plato, *Republic*, continued... (Q)
 Friday, 9/7: Plato, *Republic*, Book 7 (Q)

Week 3:

Monday, 9/10: Plato, *Republic*, Book 8 (Q)
 Wednesday, 9/12: Plato, *Republic*, Book 9 (Q)
 Friday, 9/14: Plato, *Republic*, Book 10 (Q)

Week 4:

Monday, 9/17: Plato, *Republic*, continued... (R)
 Wednesday, 9/19: *Metropolis* (film)
 Friday, 9/21: *Metropolis* (film)

Week 5:

Monday, 9/24: Metropolis Discussion; **Metropolis Reflection Due**
 Wednesday, 9/26: Marx and Engels, *The Communist Manifesto*, Chapter 1(Q)
 Friday, 9/28: Re-Read Marx and Engels, *The Communist Manifesto*, Chapter 1 (Q)

Week 6:

Monday, 10/1: Marx and Engels, *The Communist Manifesto*, Chapter 2 (Q)
 Wednesday, 10/3: Re-Read Marx and Engels, *The Communist Manifesto*, Chapter 2 (Q)
 Friday, 10/5: Marx and Engels, *The Communist Manifesto*, continued (R)

Week 7:

Monday, 10/8: Coates, *Between the World and Me*, p. 1-39 (Q)
 Wednesday, 10/10: Coates, *Between the World and Me*, p. 39-71 (Q)
 Friday, 10/12: Coates, *Between the World and Me*, p. 73-132 **and** listen to part 1 of the This American Life podcast “Cops See it Differently” (Q)

Week 8:

Monday, 10/15: Coates, *Between the World and Me*, p. 133-152 **and** listen to the Unmute Podcast Episode 9 (Q)
 Wednesday, 10/17: Listen to part 2 of the This American Life podcast “Cops See it Differently” (Q)
 Friday, 10/19: Coates, *Between the World and Me*, continued...(R)

Week 9:

Monday, 10/22: Wollstonecraft, *A Vindication of the Rights of Women*, Ch. 2 (Q)
 Wednesday, 10/24: Wollstonecraft, *A Vindication of the Rights of Women...* Ch. 8-9 (Q)
 Friday, 10/26: Wollstonecraft, *A Vindication of the Rights of Women*, continued... (R); **Coates Paper Due**

Week 10:

Monday, 10/29: Plato, *Gorgias* (Q)
 Wednesday, 10/31: Plato, *Gorgias* (Q)
 Friday, 11/2: Plato, *Gorgias* (R)

Week 11:

Monday, 11/5: Galileo, "Letter to the Grand Duchess" [On Canvas] (Q)
 Wednesday, 11/7: Galileo, "Letter to the Grand Duchess," continued... (Q)
 Friday, 11/9: Galileo, "Letter to the Grand Duchess," continued... (Q); **Information Literacy Homework #1 Due**

Week 12:

Monday, 11/12: Galileo, "Letter to the Grand Duchess," continued... (Q)
 Wednesday, 11/14: Galileo, "Letter to the Grand Duchess," continued... (Q)
 Friday, 11/16: Galileo, "Letter to the Grand Duchess," continued... (R)

Week 13: *Fall Break/Thanksgiving: No Classes*

Week 14:

Monday, 11/26: Gladstone, *The Influencing Machine*, p. xi-29 (Q)
 Wednesday, 11/28: Gladstone, *The Influencing Machine*, p. 30-60 (Q)
 Friday, 11/30: Gladstone, *The Influencing Machine*, p. 61-89 (Q); **Information Literacy Homework #2 Due**

Week 15:

Monday, 12/3: Gladstone, *The Influencing Machine*, p. 90-127 (Q)
 Wednesday, 12/5: Gladstone, *The Influencing Machine*, p. 128-156 (Q)
 Friday, 12/7: Gladstone, *The Influencing Machine*, continued (R)

Week 16:

Monday, 12/10: Wrap up

****Your Information Literacy Final Paper is due on Canvas by **Wednesday, December 12th by midnight.***

Resources

Intellectual Heritage Tutoring

Drop-in tutoring is available for students taking Intellectual Heritage I and II. Our undergraduate peer tutors are available to discuss the readings, and to talk through your essays. Please come prepared with your assignment, your notes, and your text. Tutoring is held in the IH Lounge, Anderson 215. No appointment is necessary.

Writing Center

Main Campus, 201 Tuttleman Learning Center

The center offers walk-in sessions, appointments, or email sessions. To schedule an appointment, please call 215-204-0702. Find more information here: <http://www.temple.edu/writingctr/>

PEX Passport

Temple University's Philadelphia Experience (PEX) Passport includes free and special discounted offers to many of the cultural institutions in the Philadelphia metropolitan area:

<http://gened.temple.edu/passport/>

Disability policy: Any student who has a need for accommodation based on the impact of a documented disability, including special accommodations for access to technology resources and electronic instructional materials required for the course, should contact me privately to discuss the specific situation by the end of the second week of classes or as soon as is practical. If you have not done so already, please contact Disability Resources and Services (DRS) at 215-204-1280 in 100 Ritter Annex to learn more about the resources available to you. I will work with DRS to coordinate reasonable accommodations for all students with documented disabilities.

Plagiarism: Plagiarism, which is failure to properly acknowledge someone else's words or ideas, thus passing them off as your own, is a form of academic dishonesty and work containing it will receive a failing grade. See the University policy for details:

http://www.temple.edu/bulletin/ugradbulletin/policies_part2.htm#pac

Statement on Academic Freedom: Freedom to teach and freedom to learn are inseparable facets of academic freedom. The University has a policy on Student and Faculty Academic Rights and Responsibilities (Policy # 03.70.02) which can be accessed through the following link:

http://policies.temple.edu/getdoc.asp?policy_no=03.70.02.