



The Common Intellectual Experience: CIE 100

Fall 2018 / Tu&Th 12:00pm–1:15pm / Bomberger 202

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The Common Intellectual Experience is a two-semester course for all first year students that brings academic inquiry to bear on the central questions of a liberal education:

1. What should matter to me?
2. How should we live together?
3. How can we understand the world?
4. What will I do?

Students engage in conversation about a common set of works drawn from diverse historical contexts, cultures and beliefs, selected to prompt thoughtful examination of the central questions of the course. Through this conversation the course accomplishes its goals: to cultivate the self-knowledge necessary to live a considered, independent, and responsible life; and to establish an intellectual community enjoyed by students and faculty alike.

The course fosters the essential skills of critical reading, careful interpretation, effective discussion, clear writing, and the use of evidence to construct a compelling argument. Enrollment in CIE classes is limited to 16 students to provide an atmosphere conducive to intellectual challenge and discovery. The engagement of all students and faculty from all disciplines, the shared syllabus, and the occasional gathering of the entire class for common events allows students to confront as a community the enduring issues of our existence.

CIE is a four-credit course that meets for three hours each week. The additional semester hour is accounted for by: attendance at the required common events, the quantity of required reading—including reading prior to the start of the semester, and the focus on revision for each of the required papers.

Learning goals

1. Students will develop habits of self-reflection. *They will demonstrate this by:*
 - articulating their own stances and values on issues related to course discussion;
 - expressing willingness to question their own assumptions and take intellectual risks; and
 - exhibiting curiosity about the reasons behind, consequences of, and connections between their own ideas, values, and life experiences.
2. Students will become active participants in a campus intellectual community. *They will demonstrate this by:*
 - expressing appreciation for and engagement with multiple perspectives on any given problem, question, or topic; and
 - showing openness to discussion of complex and/or sensitive topics in a setting where disagreement is likely.
3. Students will become better critical readers of texts from a wide range of disciplines, cultures and time periods. They will demonstrate this by:
 - asking questions of texts and
 - actively engaging with authors' ideas, language, and arguments.
4. Students will become more skilled participants in group discussions. *They will demonstrate this by:*
 - participating actively in discussions that touch on sensitive questions or questions of basic values and submitting their views to the scrutiny of their peers;
 - clearly presenting their own ideas and arguments;
 - listening thoughtfully and respectfully to the ideas of others; and
 - considering, questioning, and responding creatively to the themes and topics of class discussion.
5. Students will become better writers. *They will demonstrate this by:*
 - constructing clear, articulate, and compelling arguments and ideas;
 - developing a creative and original voice in writing;
 - making appropriate and effective use of texts in developing their arguments and ideas; and
 - taking part in a substantive drafting and revision process.

Writing goals

Writing is an essential part of CIE, as the process is integral to thought and understanding. Writing assignments in this course are designed with specific goals in mind for students' growth as writers:

1. to develop students' ability to construct clear, articulate, and compelling arguments and ideas,
2. to enable students to show an understanding of the texts through thoughtful analysis and effective use of the readings to support your arguments
3. to allow students to explore the central CIE questions in creative and meaningful ways.

With these goals in mind, we also hope to help students effectively, creatively and purposefully communicate their ideas, a process that requires a focus on revision.

Writing fellow

Our class will be paired with a Writing Fellow. Writing Fellows are highly qualified undergraduates who have been trained in how to teach and tutor writing. Our Writing Fellow is **Kieran DeMelfi**. You will have two mandatory meetings with Kieran, during which you will consult with him about two of your essays. I will give you more details closer to the dates of your meetings. In the meantime, you can reach Kieran at chdemelfi@ursinus.edu with any questions.

Important course policies

Attendance. In keeping with a strong liberal arts tradition that encourages active learning and complete participation in the education process, Ursinus College expects students to attend class. Not attending class will result in a failing grade for this course. You can miss two class meetings for any reason (no questions asked), and it will not affect your grade. Save these for illness, emergencies, and planned absences. Three absences reduce your overall course grade by a half-letter grade. Four or more absences result in a failing grade. For the purpose of your grade, there is no difference between “excused” and “unexcused” absences. In the event that you experience a significant health problem or other issue that may prevent you from performing adequately in their academic work and/or attending class for more than one day, you must notify the Ursinus Institute for Student Success: lmanz@ursinus.edu or 610-409-3590.

Disability accommodations. Ursinus College is committed to ensuring equal access and providing reasonable accommodations for students with disabilities. Students requesting academic accommodations must meet with the Director of Disability Services, located within the Ursinus Institute for Student Success on the lower level of the Myrin Library.

At the beginning of each semester, qualifying students must meet with the Shammah Bermudez to reinstate accommodations and pick up their accommodations letters. Students are also responsible for presenting their letters to the course faculty member. If you have any questions, contact Shammah Bermudez, Director of Disability Services by email at sbermudez@ursinus.edu or by phone at (484) 762-4329.

Information on the Accommodation Process and Documentation Guidelines can be found on the [Disability Services Webpage](#). Disability Documentation Guidelines are posted there under [documentation requirements](#).

Additional resources regarding dining accommodations, medical leave of absence and service animal policies, campus safety are posted at <https://www.ursinus.edu/offices/ursinus-institute/students-with-disabilities/>.

Religious observance. I will make every effort to accommodate religious observances and obligations. You are asked to bring any possible conflicts to my attention as soon as possible. Students should not expect that, if they do poorly on an assignment, to claim, at that time, the need of an accommodation. This statement is to preclude that problem, and allow people with a need for accommodations to be treated fairly and appropriately.

Names and classroom interactions. Course rosters are provided to the instructor with the student’s legal name, but I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. Please be patient with me as I learn all students’ names and pronouns. I encourage you to correct me when/if I make a mistake (i.e., call you by the wrong name/pronoun or mispronounce your name).

In this class, we will work to promote an environment where everyone feels safe and welcome, even during uncomfortable conversations. The topics we will address can be political, personal, controversial, and provocative. As we explore these ideas, every voice in the room has something of value to contribute to group discussion. Because the group will represent a diversity of individual beliefs, backgrounds, and experiences, every participant must show respect for all others. You are encouraged to not only take advantage of opportunities to express your own ideas, but also to learn from the information and ideas shared by other students. Participation is crucial to the success of this classroom experience. Your insights, questions and comments will be useful not only to yourself and to your adviser, but to your fellow students.

Academic honesty. All students at Ursinus College are responsible for knowing and adhering to the academic integrity policy of our institution. Please familiarize yourself with this policy at (<https://www.ursinus.edu/student-life/handbook/academic-policies/academic-honesty/>). Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. The policy also prohibits submitting material that you previously submitted in another course. If you are involved in plagiarism, the penalty will be failure in the course and you will be reported to the College. In this one regard there are no second chances. If you are not sure if something violates standards—ask. If you are not sure whether to cite or not to cite—cite. **Every student must complete the**

following tutorial by the third week of the semester: (<https://www.indiana.edu/~academy/firstPrinciples/index.html>).

Electronic devices. Laptops and tablets must be put away during class meetings. Studies have shown that “laptop use is negatively associated with student learning and it poses a distraction to fellow students.”^{1,2,3} Please bring your reading notes and books to class. Cell phones must be stored away and silenced during class.

¹Fried, Carrie B. 2008. “In-Class Laptop Use and Its Effects on Student Learning.” *Computers and Education* 50: 906-914.

²Carter, Susan P., Kyle Greenberg, and Michael Walker. 2016. “The Impact of Computer Usage on Academic Performance: Evidence from a Randomized Trial at the United States Military Academy.” *SEI Discussion Paper #2016.02*. (<https://goo.gl/7SxH1m>)

³Dynarski, Susan M. 2017. “For better learning in college lectures, lay down the laptop and pick up a pen.” *Brookings Institution Report*. (<http://brook.gs/2hKV7gk>).

Materials

The following texts are required and should be purchased at the campus bookstore. Those marked with an *asterisk can be found in the CIE 100 Course Reader, which should be purchased at the campus bookstore.

Summer readings

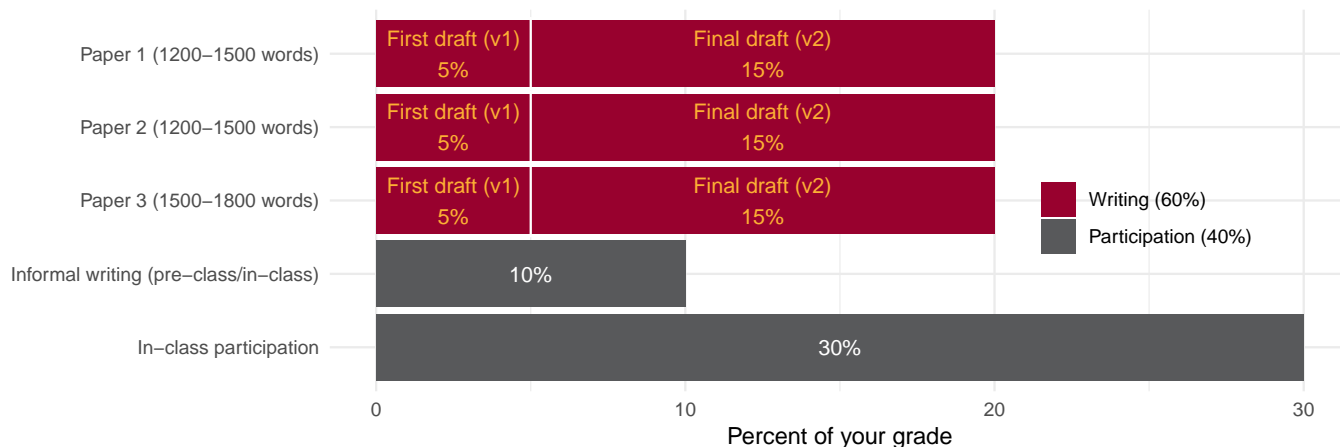
- Coates, Ta-Nehisi. *Between the World and Me*. New York: Spiegel & Grau, 2015.
- *Plato. "Allegory of the Cave." *The Republic of Plato*. Allan Bloom, translator. New York: Basic Books, 1968. (from Book VII. 514a-521d).

Semester reading list

- **Analects of Confucius. Readings in Classical Chinese Philosophy*. 2nd ed. Philip J. Ivanhoe and Bryan Van Norden, editors. Indianapolis: Hackett, 2001.
- *The Bhagavad-Gita: Krishna's Counsel in Time of War*. Barbara Stoler Miller, translator. New York: Bantam Books, 2004.
- *The Book of Job*. Raymond P. Scheindlin, translator and editor. New York: Norton, 1999.
- Descartes, René. *A Discourse on the Method of Correctly Conducting One's Reason and Seeking Truth in the Sciences*. Ian Maclean, translator. Oxford; New York: Oxford University Press, 2006.
- Euripides. *Medea*. Rex Warner, translator. New York: Dover Publications, 1993.
- *Galilei, Galileo. Excerpts from *Dialogue on the Two World Systems*. Stillman Drake, translator. Berkeley: University of Calif. Press, 1967.
- Galilei, Galileo. *Discoveries and Opinions of Galileo*. Stillman Drake, translator and editor. New York: Anchor Books, 1957.
- *Gandhi, Mahatma. Selections on Non-Violence. Adapted from excerpts collected at manibhavan.org. Reprinted with permission.
- Mengzi. *The Essential Mengzi: Selected Passages with Traditional Commentary*. Bryan Van Norden, translator. Indianapolis: Hackett, 2009.
- *Montaigne, Michel de. "Of Cannibals." *The Complete Essays of Montaigne*. Donald Frame, translator. Redwood City, CA: Stanford University Press, 1958.
- Plato and Aristophanes. *Four Texts on Socrates*. Thomas G. West and Grace Starry West, translators. Ithaca: Cornell University Press, 1984.
- Sappho. *Sappho: a New Translation*. Mary Barnard, translator. Berkeley: University of California Press, 1999, c1958.
- The film: *Persepolis*. Dirs. Marjane Satrapi and Vincent Paronnoud. Sony Classics Pictures, 2007. Film.

Assessment

Your grade is determined based on three papers and your participation before and during class.



For each **paper**, you will submit one first draft (version 1) and one final (v2) draft. With v2, you will submit a cover letter detailing how the revised v2 of the paper incorporated feedback you received on v1.

Participation includes reading questions, short informal response essays, and contributions to class discussion. There are different kinds of ways you might contribute to class discussion. These can range from asking questions about the meaning of particular lines or passages in the text to putting forward your views and the reasons you hold them, asking your classmates questions about their views, or making references to particular passages in the text to support a point or interpretation. Other ways to participate include making connections to previous texts we have read, connecting your thoughts or ideas or those of your classmates to the 4 CIE questions, asking your classmates questions either to encourage discussion or to clarify something that they say, challenging them or helping them to support their views or interpretations.

We will use an **e-portfolio** system that will allow you to build a collection of your work across your four years at Ursinus. I will sometimes ask you to post an assignment there, or to reflect on how CIE is related to the Core Questions. These postings on your e-portfolio is also part of your participation in this class.

Three times during the semester, you will write a **self-assessment** of your in-class participation. I will then respond to your self-assessment and (if applicable) make suggestions on how to improve your participation in this class.

Rubrics for all assignments (including participation) are posted on Canvas. The course grade consists of the components below, sums to 100, and converts into letter grades as stated below:

A	100 - 93.0	B+	89.999 - 87.0	C+	79.999 - 77.0	D+	69.999 - 67.0
A–	92.999 - 90.0	B	86.999 - 83.0	C	76.999 - 73.0	D	66.999 - 63.0
		B–	82.999 - 80.0	C–	72.999 - 70.0	D–	62.999 - 60.0
						F	59.999 - 0

Late submissions reduce the assignment grade by 15 points per day (i.e., an otherwise perfect essay submitted one day after the deadline will earn 85 out of 100 points).

Schedule

Students must complete each reading before the day to which it is assigned. But please also bring your reading notes on prior readings and discussions to class on each day. Events in **red** are scheduled outside class periods, but you are expected to attend them.

Week	Day	Assigned reading & discussion topic	Notes
0	8/24 (Fr), 11am	Opening class session: Discussion of Plato, "Allegory of the Cave"	Location: 202 Bomberger
0	8/25 (Sa), 2pm	Common Event: Film Screening, <i>Persepolis</i>	Location: Colonial Theater
1	8/28 (Tu)	Plato, "Allegory of the Cave"; Coates, <i>Between the World and Me</i> ; <i>Persepolis</i>	
1	8/30 (Th)	Plato, "Allegory of the Cave"; Coates, <i>Between the World and Me</i> ; <i>Persepolis</i>	
2	9/4 (Tu)	CIE Writing Workshop 1: 10 Things You Should Know about Writing Your CIE Paper	12pm-1pm or 4:30pm-5:30pm, Location: Olin Auditorium
2	9/4 (Tu)	Plato, "Allegory of the Cave"; Coates, <i>Between the World and Me</i> ; <i>Persepolis</i>	
2	9/6 (Th)	Plato, "Allegory of the Cave"; Coates, <i>Between the World and Me</i> ; <i>Persepolis</i>	
3	9/11 (Tu)	Euripides, <i>Medea</i> (pp. 1-20)	
3	9/12 (We)	CIE Writing Workshop 2: Perfecting Your Thesis Statement	12pm-1pm or 4:30pm-5:30pm, Location: Olin Auditorium
3	9/13 (Th)	Euripides, <i>Medea</i> (pp. 21-40)	Paper 1 v1 due 9/13
4	9/18 (Tu)	Sappho (poems 1-2, 4-5, 8-9, 12-15, 17, 20-21, 37-83, 87-88, 97-100)	
4	9/18 (Tu) or 9/19 (We)	CIE Writing Workshop 3: How to Incorporate Sources	Tu, 12pm-1pm or We, 4:30pm-5:30pm, Location: Olin Auditorium
4	9/20 (Th)	Sappho (same poems as on 9/18); In-class writing workshop	Self-assessment due 9/23
5	9/24 (Mo)	Common Event: Staged Reading of Plato's <i>Euthyphro</i>	7:00pm, Location: Strassburger Commons (alternative time: 4:30pm)
5	9/25 (Tu)	Plato, <i>Euthyphro</i> , in <i>Four Texts on Socrates</i> , pp. 41-51	
5	9/27 (Th)	Plato, <i>Euthyphro</i> , in <i>Four Texts on Socrates</i> , pp. 51-61	Paper 1 v2 due 9/30
6	10/2 (Tu)	Plato, <i>Euthyphro</i> , in <i>Four Texts on Socrates</i> , pp. 41-61	
6	10/4 (Th)	Kongzi (Confucius) <i>Analects</i> , Books 1-9 [in CIE Reader]	
7	10/9 (Tu)	<i>Mengzi</i> , Books 1A, 1B, 2A, 3A section 4, and 6A (pp. 1-22, 30-33, and 68-76)	
7	10/11 (Th)	<i>Mengzi</i> and Kongzi (Confucius), readings from 10/4 and 10/9; In-class writing workshop	(Fall break on 10/16)
8	10/18 (Th)	<i>Book of Job</i>	Paper 2 v1 due 10/18
8	10/18 (Th)	Common Event: Cultivating Emerging Scholars	
9	10/23 (Tu)	<i>Book of Job</i>	Self-assessment due 10/21
9	10/25 (Th)	<i>The Bhagavad-Gita</i> ; excerpts from Gandhi on Non-Violence [in CIE Reader]	
10	10/30 (Tu)	<i>The Bhagavad-Gita</i> ; excerpts from Gandhi on Non-Violence [in CIE Reader]	
10	11/1 (Th)	<i>The Bhagavad-Gita</i> ; excerpts from Gandhi on Non-Violence [in CIE Reader]	Paper 2 v2 due 11/4
11	11/6 (Tu)	Montaigne, "Of Cannibals," in CIE Reader	
11	11/8 (Th)	In-class writing workshop	
12	11/13 (Tu)	Galileo: From <i>Discoveries and Opinions of Galileo</i> : "Letter to the Grand Duchess" (pp. 173-197); excerpts from <i>Dialogue on the Two World Systems</i> [in CIE Reader]	
12	11/15 (Th)	Galileo: From <i>Discoveries and Opinions of Galileo</i> : "The Assayer" (pp. 237-241, 256-258, 269-280);	
13	11/19 (Mo)	Common Event: Censored, Banned, and Challenged (Panel)	4:30pm or 7:00pm, Location: Lenfest Theater
13	11/20 (Tu)	Galileo: readings from 11/13 and 11/15	(Thanksgiving on 11/22)
14	11/27 (Tu)	Descartes, <i>A Discourse on the Method</i>	Paper 3 v1 due 11/27
14	11/29 (Th)	Descartes, <i>A Discourse on the Method</i>	Self-assessment due 12/2
15	12/4 (Tu)	Descartes, <i>A Discourse on the Method</i>	
15	12/6 (Th)	Concluding discussion	Paper 3 v2 due 12/9

Important dates

- 9/13: Paper 1 v1 due
- 9/23: Self-assessment v1 due
- 9/30: Paper 1 v2 due
- 10/18: Paper 2 v1 due
- 10/21: Self-assessment v2 due
- 11/4: Paper 2 v2 due
- 11/27: Paper 3 v1 due
- 12/2: Self-assessment v3 due
- 12/9: Paper 3 v2 due