



# The Common Intellectual Experience: CIE 100

Fall 2019 / MWF 10:00-10:50am / Bomberger 202

Dr. Johannes Karreth

Office: Bomberger 216

Office phone: 610-409-3126

Office hours: M 12-1pm, W 2:30-3:30pm, Th 3-6pm; other times by appointment.

Email: [jkarreth@ursinus.edu](mailto:jkarreth@ursinus.edu)

Course website: <http://www.jkarreth.net/cie100-f19.html>

Writing fellow: Randi Rossi ([mirossi@ursinus.edu](mailto:mirossi@ursinus.edu))

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 **Randi Rossi**. You will have two mandatory meetings with Randi, during which you will consult about two of your essays. I will give you more details closer to the dates of your meetings. In the meantime, you can reach Randi at [mirossi@ursinus.edu](mailto:mirossi@ursinus.edu).

## 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. You can miss three class meetings for any reason (no questions asked), and it will not affect your grade. Save these for illness, emergencies, and planned absences. Four or more absences result in a failing grade for the course. For the purpose of your grade, there is no difference between “excused” and “unexcused” absences.

If you experience a significant health problem or other issue that may prevent you from performing adequately in your academic work and/or attending class for more than one day, notify the Ursinus Institute for Student Success to request accommodations for this course. Contact the Director of Disability Services, Shammah Bermudez, at [sbermudez@ursinus.edu](mailto:sbermudez@ursinus.edu) or 484-762-4329.

**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 Wismer.

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 the Director of Disability Services, Shammah Bermudez, at [sbermudez@ursinus.edu](mailto:sbermudez@ursinus.edu) or 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 with deadlines or assignments to my attention at the beginning of the semester.

**Names.** Course rosters are provided to the instructor with the student's legal name, but I will gladly honor your request to address you by your preferred name or gender pronoun. Please advise me of your 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).

**Classroom interactions.** 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 instructor, but to your fellow students as well.

**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.

**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.”<sup>1,2,3</sup> Please bring your reading notes and books to class. Cell phones must be stored away and silenced during class.

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

<sup>2</sup>Carter, 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>)

<sup>3</sup>Dynarski, 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

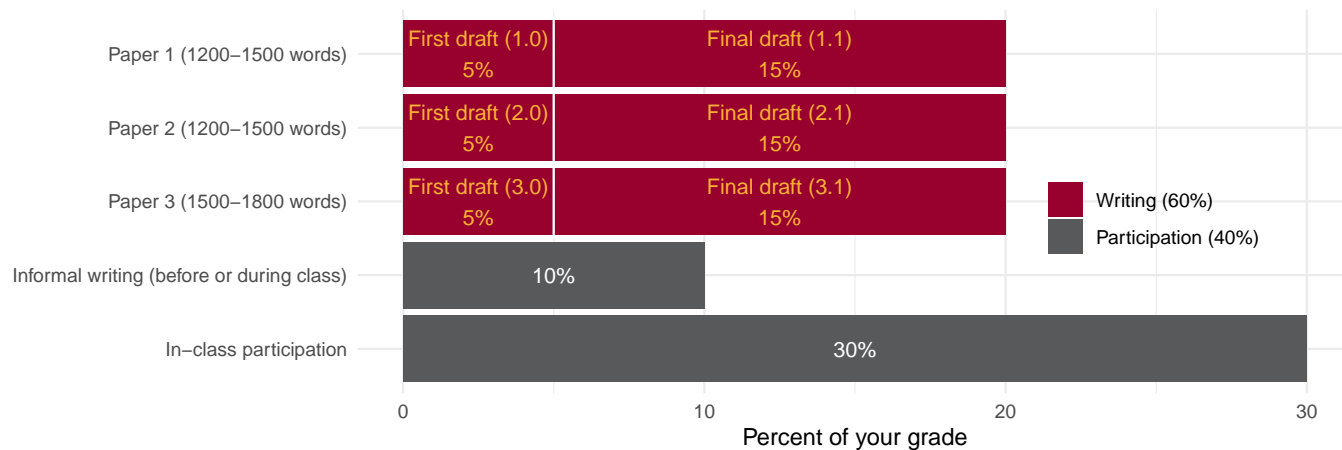
- Adichie, Chimamanda Ngozi. *Dear Ijeawele, or A Feminist Manifesto in Fifteen Suggestions*. New York: Anchor Books, 2017.
- \*Plato. "Allegory of the Cave." *The Republic of Plato*. Allan Bloom, translator. New York: Basic Books, 1968. (from Book VII. 514a-521d).

### Semester reading list

- \**Analects of Confucius. Readings in Classical Chinese Philosophy*. 2nd ed. Philip J. Ivanhoe and Bryan Van Norden, editors. Indianapolis: Hackett, 2001.
- Coates, Ta-Nehisi. *Between the World and Me*. New York: Spiegel & Grau, 2015.
- \*Darwin, Charles, *On the Origin of Species*.
- \*Deloria, Jr., Vine. *God Is Red*. Golden, CO: Fulcrum Publishing, 2003.
- 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.
- Genesis. Robert Alter, translator. New York: Norton, 1996.
- \*Neihardt, John G. *Black Elk Speaks*. Lincoln, NE. University of Nebraska Press, 2014
- Plato and Aristophanes. *Four Texts on Socrates*. Thomas G. West and Grace Starry West, translators. Ithaca: Cornell University Press, 1984.
- \*Roughgarden, Joan. *Evolution's Rainbow*. Berkeley, CA: University of California Press, 2003.
- 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 1.0, 2.0, and 3.0) and one final (1.1, 2.1, and 3.1) draft. With version x.1, you will submit a cover letter detailing how the revision of the paper incorporated feedback you received on version x.0.

**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 **Bear Tracks**, 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 Bear Tracks 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.

Important **assignment deadlines**:

- 9/11: Paper 1.0 due
- 9/20: Self-assessment 1 due
- 9/27: Paper 1.1 due
- 10/16: Paper 2.0 due
- 10/22: Self-assessment 2 due
- 10/30: Paper 2.1 due
- 11/20: Paper 3.0 due
- 12/2: Self-assessment 3 due
- 12/6: Paper 3.1 due

Attendance is required at the following **common events** out of class:

Friday, August 23: FILM SCREENING, Persepolis

- 4:00 pm, Colonial Theater, Phoenixville
- Marjane Satrapi's 2007 animated film will be played on the big screen at the historic Colonial Theater.

Wednesday, Sept. 11: STAGED READING, The Euthyphro

- 4:30 pm and 7:00 pm, Strassburger Commons outside Kaleidoscope [rain location: Blackbox Studio Theater]
- Professional actors bring Socrates and Euthyphro to life in this staged reading of Plato's dialogue

Wednesday, October 2: PERFORMANCE, The Complete History of Ursinus College [Abridged]

- 7:30 pm, Lenfest Theater, Kaleidoscope Performing Arts Center
- Ursinus College Theater presents a special performance of an original play to celebrate Ursinus' sesquicentennial.

Monday, Nov. 25: READING, Coates: In His Own Words

- 4:30 and 7:00 pm, Lenfest Theater, Kaleidoscope Performing Arts Center
- Readings from selections of Ta-Nehisi Coates's writings and speeches

Week	Day	Assigned reading & discussion topic	Notes
0	8/23 (Fr), 11am	Opening class session: Discussion of Plato, "Allegory of the Cave" and Adichie, <i>Feminist Manifesto</i>	Location: 202 Bomberger
0	8/23 (Fr), 4:00pm	<b>Common Event:</b> FILM SCREENING: <i>Persepolis</i>	Colonial Theater, Phoenixville
1	8/26 (M)	Plato, "Allegory of the Cave"; <i>Feminist Manifesto</i> ; <i>Persepolis</i>	
1	8/28 (W)	Plato, "Allegory of the Cave"; <i>Feminist Manifesto</i> ; <i>Persepolis</i>	
1	8/30 (F)	No class meeting	
2	9/2 (M)	Plato, "Allegory of the Cave"; <i>Feminist Manifesto</i> ; <i>Persepolis</i>	
2	9/4 (W)	Plato, "Allegory of the Cave"; <i>Feminist Manifesto</i> ; <i>Persepolis</i>	
2	9/4 (W)	<b>Writing workshop:</b> 10 Essential CIE Writing Tips	12-1pm, Bomberger Auditorium
2	9/6 (F)	Plato, "Allegory of the Cave"; <i>Feminist Manifesto</i> ; <i>Persepolis</i>	
3	9/9 (M)	Plato, <i>Euthyphro</i> , in <i>Four Texts on Socrates</i> , pp. 41-61	
3	9/11 (W)	Plato, <i>Euthyphro</i> , in <i>Four Texts on Socrates</i> , pp. 41-61	Paper 1.0 due
3	9/11 (W)	<b>Writing workshop:</b> Perfecting your thesis statement	12-1pm, Bomberger Auditorium
3	9/11 (W)	<b>Common Event:</b> STAGED READING of Plato's <i>Euthyphro</i>	7:00pm
3	9/13 (F)	Plato, <i>Euthyphro</i> , in <i>Four Texts on Socrates</i> , pp. 41-61	
4	9/16 (M)	Euripides, <i>Medea</i> , pp. 1-20	
4	9/18 (W)	Euripides, <i>Medea</i> (complete); in-class writing workshop on thesis statements	
2	9/18 (W)	<b>Writing workshop:</b> Using Sources Effectively	12-1pm, Bomberger Auditorium
4	9/20 (F)	Euripides, <i>Medea</i>	Self-assessment 1 due
5	9/23 (M)	Sappho (poems 1-2, 4-5, 8-9, 12-15, 17, 20-21)	
5	9/25 (W)	Sappho (poems 37-83)	
5	9/27 (F)	Sappho (poems 87-88, 97-100)	Paper 1.1 due
6	9/30 (M)	Kongzi (Confucius) <i>Analects</i> , Books 1-3	
6	10/2 (W)	Kongzi (Confucius) <i>Analects</i> , Books 4-6	
6	10/2 (W)	<b>Common Event:</b> PERFORMANCE: The Complete History of Ursinus College (Abridged)	7:30pm
6	10/4 (F)	Kongzi (Confucius) <i>Analects</i> , Books 7-9	
7	10/7 (M)	<i>Genesis</i> : 1-8	
7	10/9 (W)	<i>Genesis</i> : 9-15	
7	10/11 (F)	<i>Genesis</i> : 16-22	
8	10/14 (M)	No class meeting: Fall break	
8	10/16 (W)	<i>Genesis</i> : 1-22	Paper 2.0 due
8	10/18 (F)	<i>Genesis</i> : 1-22	
9	10/21 (M)	Descartes, <i>A Discourse on the Method</i> : parts 1-3	Self-assessment 2 due
9	10/23 (W)	Descartes, <i>A Discourse on the Method</i>	
9	10/25 (F)	Descartes, <i>A Discourse on the Method</i>	
10	10/28 (M)	Descartes, <i>A Discourse on the Method</i>	
10	10/29 (Tu)	<b>Extra credit:</b> Pulitzer Prize winning author L.T. Ulrich on Women's Suffrage	7:00pm, Olin Auditorium
10	10/30 (W)	Descartes, <i>A Discourse on the Method</i> : esp. parts 4-6	Paper 2.1 due
10	11/1 (F)	Descartes, <i>A Discourse on the Method</i>	
11	11/4 (M)	Darwin, <i>Origin of Species</i> : complete text in CIE reader	
11	11/6 (W)	Darwin, <i>Origin of Species</i> : complete text in CIE reader	
11	11/8 (F)	Topic TBD	
12	11/11 (M)	Darwin, <i>Origin of Species</i> ; Roughgarden, <i>Evolution's Rainbow</i>	
12	11/13 (W)	Darwin, <i>Origin of Species</i> ; Roughgarden, <i>Evolution's Rainbow</i>	
12	11/15 (F)	Neihardt, <i>Black Elk Speaks</i> ; Deloria, <i>God Is Red</i>	
13	11/18 (M)	Neihardt, <i>Black Elk Speaks</i> ; Deloria, <i>God Is Red</i>	
13	11/20 (W)	Neihardt, <i>Black Elk Speaks</i> ; Deloria, <i>God Is Red</i>	Paper 3.0 due
13	11/22 (F)	Coates, <i>Between the World and Me</i>	
14	11/25 (M)	Coates, <i>Between the World and Me</i>	
14	11/25 (M)	<b>Common Event:</b> READING: Coates – In His Own Words	4:30pm or 7:00pm
14	11/27 (W)	No class meeting: Thanksgiving	
14	11/29 (F)	No class meeting: Thanksgiving	
15	12/2 (M)	Coates, <i>Between the World and Me</i>	Self-assessment 3 due
15	12/4 (W)	Coates, <i>Between the World and Me</i>	
15	12/6 (F)	Coates, <i>Between the World and Me</i>	Paper 3.1 due