



The Common Intellectual Experience: CIE 100-S

Fall 2021 / TuTh 10:00-11:15am / Tent #2 (or Bomberger 129 during bad weather*)
Dr. Johannes Karreth

Office: Bomberger 216

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Student hours: W 1–3pm (Zoom) and Th 2–6pm (office); please sign up at calendly.com/jkarreth_ursinus.

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Course website: <http://www.jkarreth.net/cie100-f21.html>

Writing fellow: Jean Setenet (gusetenet@ursinus.edu)

Masking policy: Professors and students, regardless of vaccination status, must wear masks in all classrooms upon further notice. Thank you for helping keep everyone safe!

* I will email everyone by 9am on any class day during which we move indoors.

Welcome to CIE! This 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 allow students to confront as a community the enduring issues of our existence.

In this course you should expect to encounter people of racial, ethnic, spiritual, economic, sexual, etc. backgrounds different from your own. Be prepared to voice your ideas and analysis in a respectful manner and support them with clear evidence. This is especially important in the current circumstances. Should circumstances require us to meet remotely, or to wear masks while in class, we will not be able to see each other clearly; accurately detect body language or facial expressions; or understand tone as easily. If you think that something is inappropriate, rude, or disrespectful,

you have the right to say?so.?Some students may not feel comfortable addressing such problems head on. In that case, you should contact me to discuss the problem. Of course, students and even faculty with the best intentions may offend without meaning to, and it is important that we be constructive as we call attention to problems. We will work together as a class to resolve any disputes that may arise?and restore a healthy learning environment.

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.

If you encounter barriers to learning in this course, or if you are struggling to keep up with paper due dates, do not hesitate to discuss them with me. The Institute for Student Success also works with students who have any kind of disability — whether apparent or non-apparent; learning; emotional; physical; or cognitive — and need accommodations to increase their access to this learning environment. I encourage you to reach out to the Director of Disability Services, Dr. Dolly Singley, to discuss supports and accommodations you may need. Dolly's office is located in the Institute for Student Success in Lower Wismer. You can schedule a meeting with Dolly by using this link <https://dsingley.youcanbook.me/>; by emailing her at dsingley@ursinus.edu; or by calling her at 484-762-4329. Students can also review accessibility and disabilities services online at <https://www.ursinus.edu/offices/institute-for-student-success/students-with-disabilities/>.

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 **Jean Setenet**. You will have two mandatory meetings with Jean Setenet, 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 Jean at gusetenet@ursinus.edu.

Important course policies

Attendance: come to class unless you feel unwell. It is anticipated that all classes in Fall 2021 will take place in person. Remote class sessions will occur only in extenuating and short-term circumstances. 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 unless you are sick. **If you feel unwell, please do not come to class**, but email me before the class you will miss. If you are unable to attend class due to quarantine, isolation, or Covid-like symptoms in advance of test results, please contact your professor (me) to make up work you have missed during class.

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 unless you are sick. Excessive non-health related absences result in lower grades, up to the grade of F. The Office of Academic Affairs, the Office of Student Affairs, and the Wellness Center do not provide excused absences from class.

The Institute for Student Success (ISS) is here to support you if you are experiencing significant health problems or other issues that may prevent you from performing well in your academic work. If you require this support in working with me during CIE-100, please contact the ISS coordinator, Stephanie Stefanik (sstefanik@ursinus.edu; 610-409-3400). Students who wish to discuss reasonable accommodations should contact Dr. Dolly Singley (dsingley@ursinus.edu).

Covid-19 safety: If you are in quarantine or isolation, I will do my best to help your efforts to make up the class content. Days you spend in quarantine or isolation will not count as missed days as long as you communicate with me in advance.

Missing classes for other reasons: At the beginning of the semester, you receive two chips you may use to miss two class meetings **for any reason (no questions asked)** without an explanation, and it will not affect your grade. Save these for non-health related emergencies and planned absences. Just submit the chip in person in advance or slide it under my office door before the day you are missing. Three non-health related absences reduce your overall course grade by one letter grade. Four or more absences result in a failing grade in CIE-100.

Religious observance. I will make every effort to accommodate religious observances and obligations. I just ask that you bring any possible conflicts with deadlines or assignments to my attention at the beginning of the semester once you've reviewed the syllabus.

Names: please help me out. Course rosters are provided to me with your legal name, but I would like to address you by your preferred name and 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: be kind. 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. *For bonus points to be added to the grade for your CIE essay 1.1, email me a photo of the one item in your room that is (right now) most important to you and why.*

Academic honesty: don't cheat. 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 should be put away during class meetings unless we use them for work. 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.

The college knows that temporary financial hardships can impact students' access to course materials, as well as their access to opportunities on campus. Please be aware of the Bear2Bear fund, which has been established by donors to the college and provides special grants for students who have exhausted other sources of funding.

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).

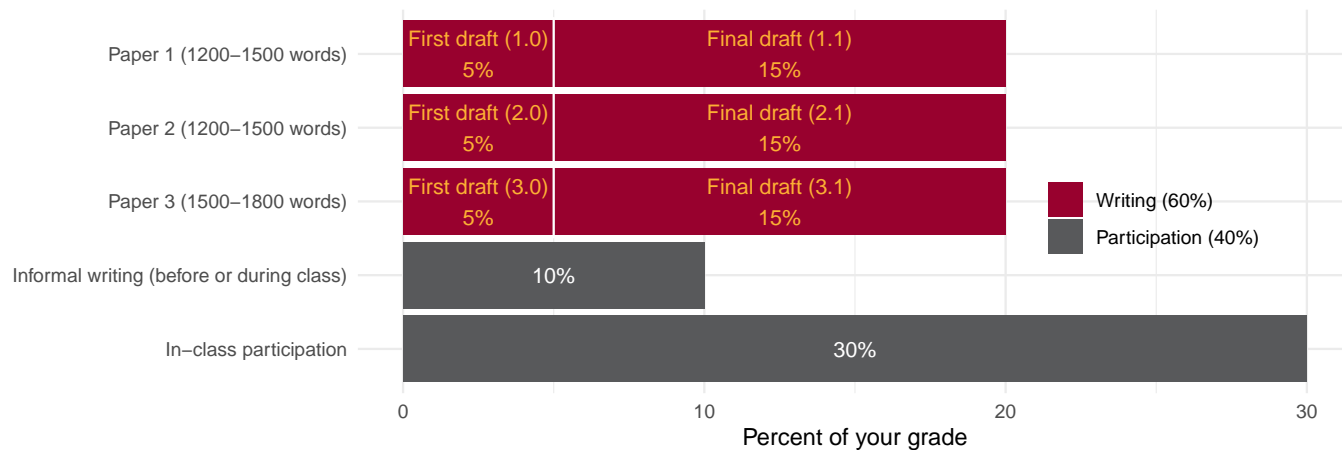
Semester reading list

- **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.
- Sappho. *Sappho: a New Translation*. Mary Barnard, translator. Berkeley: University of California Press, 1999, c1958.
- *Roughgarden, Joan. *Evolution's Rainbow*. Berkeley, CA: University of California Press, 2003.
- The film: *Persepolis*. Dirs. Marjane Satrapi and Vincent Paronnoud. Sony Classics Pictures, 2007. Film.

*Readings marked with an *asterisk can be found in the CIE 100 Course Reader, which should be purchased at the campus bookstore.

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.

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). But you can use your chip to submit one (final) draft of one of your CIE papers up to 7 days late without penalty. Just submit the chip in person or slide it under my office door before the deadline.

Schedule

You 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 as well in order to earn a passing grade.

Common events

In addition to our class meetings, we will get together with all other students in other CIE sections four times this semester. These events are part of your mandatory course meetings:

Friday, August 27: FILM SCREENING, *Persepolis*

- 3:00 pm, Colonial Theater, Phoenixville
- Marjane Satrapi's 2007 animated film will be played on the big screen at the historic Colonial Theater. Ursinus will provide a bus service to and from the screening.

Monday, September 13: STAGED READING, *The Euthyphro*

- 4:30 pm and 7:00 pm, Strassburger Commons outside Kaleidoscope [rain location: TBA]
- Professional actors bring Socrates and Euthyphro to life in this staged reading of Plato's dialogue. By performing these conflicting and comic characters, the actors will give us an appreciation for the situation and its setting, providing fresh perspectives on the text.

Wednesday, October 13: DISCUSSION, / Robert Alter, Genesis translator

- Stream online anytime between Monday, October 11 and Friday, October 22
- This virtual salon, titled Bible Remix: A Return to the Beginning (Genesis), is an open discussion that engages the themes and texts of both semesters of the CIE. Dr. Alter gives a brief talk positioning Genesis in relation to the overarching themes of CIE. This is followed by a Q&A from faculty, staff, and students.

Monday, November 29: READING, Coates: *In His Own Words*

- 4:30 and 7:00 pm, Lenfest Theater, Kaleidoscope Performing Arts Center
- *In His Own Words*: Ta-Nehisi Coates includes sections of Coates' video interviews and speeches, in addition to readings of his work. The goal is to give you a fuller sense of Coates' writing history, his motivation and intent for writing, and his thoughts on *Between the World and Me*. The event will provide more context about the author of *Between the World and Me* as you are reading his work.

Week	Day	Assigned reading & discussion topic	Notes
0	8/27 (Fr), 11:00am	Opening class session: Discussion of Plato, "Allegory of the Cave" and Adichie, <i>Feminist Manifesto</i>	Location: Bomberger 129
0	8/27 (Fr), 3:00pm	Common Event: FILM SCREENING: <i>Persepolis</i>	Colonial Theater, Phoenixville
1	8/31 (Tu)	Plato, "Allegory of the Cave"; <i>Feminist Manifesto</i> ; <i>Persepolis</i>	
1	9/2 (Th)	Plato, "Allegory of the Cave"; <i>Feminist Manifesto</i> ; <i>Persepolis</i>	
2	9/7 (Tu)	Plato, "Allegory of the Cave"; <i>Feminist Manifesto</i> ; <i>Persepolis</i>	
2	9/9 (Th)	Plato, "Allegory of the Cave"; <i>Feminist Manifesto</i> ; <i>Persepolis</i>	Self-assessment 1 due
3	9/13 (M)	Common Event: STAGED READING of Plato's <i>Euthyphro</i>	4:30pm or 7:00pm
3	9/14 (Tu)	Plato, <i>Euthyphro</i> , in <i>Four Texts on Socrates</i> , pp. 41-61	
3	9/16 (Th)	Plato, <i>Euthyphro</i> , in <i>Four Texts on Socrates</i> , pp. 41-61	Paper 1.0 due
4	9/21 (Tu)	Euripides, <i>Medea</i> , pp. 1-20	
4	9/23 (Th)	Euripides, <i>Medea</i> (complete); in-class writing workshop on thesis statements	
5	9/28 (Tu)	Sappho (poems 1-2, 4-5, 8-9, 12-15, 17, 20-21)	
5	9/30 (Th)	Sappho (poems 37-83, 87-88, 97-100)	Paper 1.1 due
6	10/5 (Tu)	Kongzi (Confucius) <i>Analects</i> , Books 1-3	
6	10/7 (Th)	Kongzi (Confucius) <i>Analects</i> , Books 4-6	
7	10/12 (Tu)	<i>Genesis</i> : 1-8	
7	10/2 (W)	Common Event: Discussion w/ Robert Alter, <i>Genesis</i> translator	Stream online
7	10/14 (Th)	<i>Genesis</i> : 9-15	Self-assessment 2 due
8	10/19 (Tu)	No class meeting: Fall break	
8	10/21 (Th)	<i>Genesis</i> : 1-22	Paper 2.0 due
9	10/26 (Tu)	Descartes, <i>A Discourse on the Method</i> : parts 1-3	
9	10/28 (Th)	Descartes, <i>A Discourse on the Method</i> : complete	
10	11/2 (Tu)	Descartes, <i>A Discourse on the Method</i> : complete	
10	11/4 (Th)	Darwin, <i>Origin of Species</i> : complete text in CIE reader	Paper 2.1 due
11	11/9 (Tu)	Darwin, <i>Origin of Species</i> : complete text in CIE reader	
11	11/11 (Th)	Darwin, <i>Origin of Species</i> ; Roughgarden, <i>Evolution's Rainbow</i>	
12	11/16 (Tu)	Darwin, <i>Origin of Species</i> ; Roughgarden, <i>Evolution's Rainbow</i>	
12	11/18 (Th)	Neihardt, <i>Black Elk Speaks</i> ; Deloria, <i>God Is Red</i>	
13	11/23 (Tu)	Neihardt, <i>Black Elk Speaks</i> ; Deloria, <i>God Is Red</i>	Paper 3.0 due
13	11/25 (Th)	No class meeting: Thanksgiving	
14	11/29 (M)	Common Event: READING: Coates – In His Own Words	4:30pm or 7:00pm
14	11/30 (Tu)	Coates, <i>Between the World and Me</i>	
14	12/2 (Th)	Coates, <i>Between the World and Me</i>	Self-assessment 3 due
15	12/7 (Tu)	Coates, <i>Between the World and Me</i>	
15	12/9 (Th)	Coates, <i>Between the World and Me</i>	Paper 3.1 due