

Human Being and Citizen (Huma 12500)
Spring 2021

Professor

Writing Specialist

Office Hours:

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Description: Human Being and Citizen has been concerned since the fall with questions about the ways that human beings come together in formal and informal communities. We have addressed matters of justice and love, and modes of human interaction from contractual relations to friendship and kinship ties. We have considered what it means to speak in different contexts about love, loyalty, the law, punishment, and of course happiness. We have thought about the role of divinity in organizing these questions as they arise in many of our texts. The spring course addresses these matters in a (broadly speaking) modern idiom of citizenship. We think, this quarter, about what (if not culture) might ground our moral judgments, and about what it means to be a human being accorded rights through instruments of law and social organization. We thus revisit our perennial course themes within a modern conception of citizenship and its attendant ideas about sovereignty and sociocultural and philosophical freedom. We do so in the continued presence of personal, political, and (more locally) technological challenges to community, and under conditions of ongoing geological, political, and sometimes personal uncertainty that will no doubt inform our engagement.

Required Texts

Texts available at the Seminary Co-op Bookstore (link to course list here: <https://www.semcoop.com/coursebooks>)

Shakespeare, William. *The Tempest*, ed. Alden T. Vaughan. Arden, 2011. ISBN-13: 978-1408133477 ISBN-10: 1408133474

Kant, Immanuel, *Groundwork of the Metaphysics of Morals*. Transl. and Ed., Mary Gregor and Jens Timmerman. Introd. Christine M. Korsgaard. Cambridge: Cambridge UP, 1998. ISBN-10: 1107401062 ISBN-13: 978-1107401068.

Baldwin, James, *No Name in the Street*. Vintage, 2007. ISBN-10: 0307275922
ISBN-13: 978-0307275929

Porter, Katherine Anne, *Pale Horse, Pale Rider: Three Short Novels*. Houghton-Mifflin, 1990. ISBN: 9780151707553

Texts to be made available via Canvas

Immanuel Kant, "What Is Enlightenment?"

Martin Luther King, *A Letter from a Birmingham Jail*

Grading

Engagement, Attendance, Class Participation	15%
<i>Tempest</i> group homework	10%
<i>Groundwork/What Is Enlightenment</i> group homework	10%
<i>No Name/A Letter/Pale Horse</i> group homework	10%
Topics charts (two deadlines)	10%
Synthesis paper (3-5 pages)	20%
Analysis paper (6-8 pages)	25%

Engagement, Attendance, Class Participation

Make an effort to contribute to the class discussion. Your contributions should reflect a commitment to understanding and thinking critically about the assigned readings as well as the ideas being developed in the course of class discussion. Be active in breakout rooms and other group activities; your energy contributes to the energy of the group.

Listen carefully to the ideas presented by your classmates and be responsive to what others are saying as the discussion unfolds. Show others you understand what they are saying by saying what you understand. Try to

contribute something to the class discussion every day. If you are a talkative person (like me), be thoughtful about sharing the floor and engaging others. In the General Information module on our Canvas site, you will find a document called Conversational Moves that offers some ways to stretch your abilities in these regards.

- **Reading Assignments:** Complete and think about the assigned readings before each class period.
- **Writing:** You are required to fully participate in three writing-related instructional events with T Lacy during the quarter. T may assign outlines, drafts, etc. to be completed in advance of meetings or seminars; you are required to complete these on time. The writing workshops will be scheduled by the writing intern during the first two weeks of class. The writing component of this course carries its own pass/fail grade that is independent of the grade you receive for HBC.
- Attendance is expected. **I will consider you fully in attendance for a Zoom session when your cameras are turned on.** You may occasionally have tech or other issues that lead you to want your camera off. Let me know if this is the case. These are difficult times and I recognize and respect that you may need to travel unexpectedly, or miss class for health or family reasons. Please communicate. I have few ways of knowing there is a problem unless you tell me. All of our sessions will be recorded and posted on our Canvas site, so if you should miss class, you can go back and watch the recording.

Group Homework

During the quarter, you will be asked on three occasions to complete what I'm calling a "group homework" assignment. You will get together with a contingent of classmates to discuss the text and some questions about it, then come to class ready to teach what you discovered to the rest of the group. Members of the group needn't all agree about answers to the questions; you are welcome to present differences in interpretation or direction. Think of bringing the discussion back to class as a matter of crowd-sourcing. You are thinking carefully in your group about one region of the text, and others will do the same with different regions, and help you think about them more deeply. If we work together, we can make a lot of thinking happen!

Topics Charts

The Topics Chart (available on our shared Google folder and our Canvas site) contains specific instructions. You will turn it in twice (graded for completion) during the quarter. Deadlines are in the course schedule

Papers

You will be given specific instructions about the two papers in advance of the deadlines. The analysis paper invites you to think both broadly and highly specifically about the texts of HBC and design a claim of your own that allows you to talk about two HBC texts in depth. At least one of these texts should be from the spring quarter readings. You will be given more specific instructions for each. You are encouraged to consult with T Lacy, with me, with the Harper writing tutors, and the amazing resources you have in one another to make the most of the writing assignments.

Deadlines

Assignments should be completed on time. Reasonable requests for extensions will be considered if you make them at least 48 hours prior to the deadline. A request doesn't guarantee an extension. (Also, I understand that some crises are incompatible with this kind of notice and will work with you.) Late assignments without extensions will be penalized by one +/- grade for each 24-hour period following the deadline (following an hour's grace period).

Health and Safety—In-Person and Remote Learning

- We will plan to meet in Tuesdays in person. Plan to follow all of the social distancing and cleaning rituals to which you have become accustomed.
- If you are feeling at all unwell or the least bit concerned about COVID or COVID exposure, please do not come to class in person. You can always Zoom in to class. Send me an email (ideally at least an hour before

class time) so I know your plans. You can use the usual Zoom link. I will take pictures of any board work and post them for remote learners, and will record the Zoom session as usual.

- Please continue to follow the UChicago Pact to the letter. Times are more hopeful than they have been, but it is vitally important that we continue to act in ways that are safe for one other, ourselves, and the members of our wider community.

A few more things...

- I strive to create an inclusive learning environment. If you have ADA accommodations, please let me know so we can think together about making things work.
- The General Information module on our Canvas course page contains links to some campus services of interest, including Writing Tutor schedules, information about the Center for College Student Success, Student Health and Wellness, and Counseling Services (including academic testing).
- Academic honesty is fully expected. Failure to credit sources of ideas or information constitutes plagiarism, which can lead to your being expelled. You should have received a copy of *Doing Honest Work in College*, which provides useful information about citation and documentation. For information on MLA style, see https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html (also posted in our General Information module).

If you have questions about how or when to cite sources, please consult your instructor, writing intern, or the Writing Tutors. The writing tutors are an invaluable resource for *all* aspects of the writing process.

Course Schedule (* indicates homework days)

Week 1	
Mar.. 30	overview of course
Apr. 1	Shakespeare, <i>The Tempest</i> Act 1 (pp. 165-bottom of p.198) In class: Introductions Act 1 scene 1 Prospero's back story Act 1 Scene 2, lines 195-305 (Ariel and Prospero) Act 1 Scene 2, lines 312-375 (Prospero and Caliban)
Week 2	
*Apr. 6	<i>The Tempest</i> end of Act 1. Act 2 (pp. 199-240) Act 2 Scene 1, lines 146 ["Had I plantation of this isle"]-190 (needs 2 readers)
*Apr. 8 HW A1- & A2	<i>The Tempest</i> , Acts 3-4 (pp.240-283) Act 3 Scene 2, lines 40-153 (needs 2 readers) Act 4, lines 194-254 (needs 3 readers)
Week 3	
*Apr. 13 HW A-3	<i>The Tempest</i> Act 5 and Epilogue (pp. 284-308) Prospero's monologue, Act 5, Scene 1, lines 20-87 (needs 1 reader but could be done with more) Act 5, Scene 1, lines 172-215 (needs 5 readers)
Apr. 15	Kant, <i>Groundwork</i> "Preface"; we may start section 1 in class but I won't expect you to have read past the Preface.
Week 4	
*Apr. 20	<i>Groundwork</i> Section 1 <u>Reading Questions A:</u> What is a will? What does it do? Follow the text closely and give an account of the relations among the following terms: action, inclination, duty, the will, willing, reason. You might think of an input/output machine and try to visualize what the will is doing. What does Kant seem to mean by a "good will"? Why is it "good in virtue of its willing"? <u>Reading Questions B:</u> What is a duty, and what is a maxim? Review material from the Preface and Section 1 and try to make a clear statement of what sort of thing counts as a duty for Kant. In what sort of case is an action required? What makes an action forbidden? What about in-between cases?
*Apr. 22 HW B-1	Baldwin, <i>No Name in the Street</i> (pp. 3-middle of 68) <u>Group Homework:</u> Consider a passage of no more than two paragraphs in Baldwin that either illustrates or raises questions about Kant's idea of one of the following: the will that is good in virtue of its willing, the idea of duty, or the rational ground of morality. You can contextualize in a larger swatch of <i>No Name</i> , but pay close attention to language and how Baldwin grounds his moral claims.

Apr. 23	Topics Charts due by 7 pm, via Canvas
Week 5	
Apr. 27	Groundwork Section 2 (through the first paragraph of 4:424) First formulation of the CI and illustrations of the cases of duty
*Apr. 29 HW B-2	Baldwin, <i>No Name in the Street</i> (pp. 68-break on 132) <u>Group Homework:</u> Think about Baldwin in connection with the idea of treating others as ends and never as means only. How might Kant's lead-in to the second formulation of the Categorical Imperative help us establish an idea of moral wrong-doing in the scenes that Baldwin presents? Make the best case you can. And then, if you think that the circumstances Baldwin discusses exceed Kant's formulations, indicate (with text) why and how.
Week 6	
*May 4 HW C-1	Groundwork Section 2 (to end of section) Group Homework Second formulation of the Categorical Imperative and illustrations of the cases of duty. On what grounds does Kant think that a duty is a duty? Explore his illustrations. Unity of the three formulations.
*May 6 HW B-3	Baldwin, <i>No Name in the Street</i> (pp. 132-197) Presentation: Consider a passage of no more than two paragraphs that either illustrates or raises questions about the idea of freedom. You might consider whether Kant and Baldwin ultimately mean the same thing when they invoke the term, "freedom." Where are there overlaps? Are there substantive differences?
May 7	Synthesis Paper Due by 7 pm, via Canvas
Week 7	
*May 11	Kant, <i>Groundwork</i> Section 3, begin <i>What Is Enlightenment</i> (available on Canvas) Homework: The grounds of freedom. What is the problem of freedom as Kant articulates it in the <i>Groundwork</i> ? How does he try to get out of the problem?
*May 13 HW C-2	Kant, <i>What Is Enlightenment</i> (on Canvas)
Week 8	
May 18	Baldwin wrap-up; MLK <i>A Letter from a Birmingham Jail</i>
*May 20 HW C-3	MLK <i>A Letter from a Birmingham Jail</i> Presentation: Consider the ways MLK and Baldwin ground their arguments about human equality and freedom. How does each use history and citation? How do you understand the differences you note?
May 21	Topics Charts due by 7 pm, via Canvas
Week 9	
*May 25	Porter, <i>Pale Horse, Pale Rider</i>
*May 27	Porter, <i>Pale Horse, Pale Rider</i> Course wrap-up!
Week 10	
June 1	Analysis papers due by 7 pm, via Canvas