

Note to those who are reading to learn about teaching the course: This is one instructor's syllabus. The catalog course description, and the texts and teaching order are held in common across sections. Most instructors have students write 3 papers but the rule of thumb is 10-15 pages of formal writing during the quarter. Assignments and other expectations are at the discretion of each instructor.

# Human Being and Citizen-1

HUMA 12300

Autumn 2022

**Humanities Instructor:**

**Office hours:**

**Writing Instructor:**

**Office hours:**

## 1. Course Description

Human Being and Citizen explores the needs and aspirations that draw human beings together in formal and informal communities and the problems that we encounter as social animals in the pursuit of human flourishing. We investigate matters of justice, the law, and leadership, and consider these together with modes of human interaction from contractual relations to friendship and kinship ties in both their legislative and affective dimensions (especially love, anger, shame, grief, and faith). We think about the role of divinity (from Greek mythology to modern Christianity) in shaping the ways our texts conceive of these topics, and we consider ideas about the formation of the self. Our readings are predominantly drawn from the western tradition—Homer, Plato, Aristotle, Augustine, Dante, Shakespeare, Kant, among others—and these canonical texts do not go unquestioned. Rather, by entering into conversation with one another, they provide the intellectual resources for an inquiry that leads ultimately into an exploration of contemporary questions of rights, representation, and belonging.

More particularly, the Fall course explores the ways that Ancient Greek and Abrahamic texts conceive of, express ideals about, and articulate tensions in conceptions and practices of justice, human and divine law, and emotion. We examine the ways these conceptions figure in literary, philosophical and religious texts concerned with rupture and continuity in the social order. We think about the ways human beings come together in families, armies, and other social units, and we try to understand what underwrites such structures of meaning-making and social practice. At the end of the quarter, we glance at these matters in a couple of foundational American texts: The Declaration of Independence and Martin Luther King's A Letter from a

Birmingham Jail. We do so under conditions of geological and political uncertainty that will no doubt inform our engagement. Let's all do so with principles of charity, rigor, and kindness.

## 2. Texts

Please plan to use the assigned **print editions** of our course books in the translations listed below (and here: <https://www.semcoop.com/coursebooks>). Translations can differ greatly, as do the notes that editors provide. You are expected, in your essays, to cite from the editions listed, so you will create extra work for yourself if you try to read from a different edition. (It will have different page numbers, different words, and different shades of meaning.) This is not where you want to be expending your energies!

If purchasing the course texts is burdensome for you or your family, please let me know. There are other ways to access the right editions and I will help you do that!

### **Required Materials:**

Our course books are available for purchase at the Seminary Co-Op Bookstore. You should be able to click on Fenno from the bookstore's course listings, here:

<https://www.semcoop.com/coursebooks>

### **Here is our list of texts and editions, in reading order:**

Plato, *Symposium*. Trans. Alexander Nehamas and Paul Woodruff. Hackett, 1989. ISBN-10: 0872200760. ISBN-13: 978-0872200760.

Homer, *The Iliad*. Trans. Caroline Alexander. New York: Harper Collins, 2015. ISBN 978-0-06-204628-4

*Genesis*. Trans. Robert Alter. New York, NY: W. W. Norton, 1997. ISBN 039331670X

Sophocles, *Antigone*. In *Three Theban Plays*. Trans. Robert Fagles. ISBN-10: 0140444254  
ISBN-13: 978-0140444254

Plato, *Apology*, in *Five Dialogues of Plato*, Trans. GMA Grube. Hackett, ISBN-13: 978-0-87220-633-5

Martin Luther King, *A Letter from a Birmingham Jail* (to be made available on Canvas)

*The Declaration of Independence* and contextual documents (to be made available on Canvas)

### 3. Grading

Engagement & note-taking (see 4a & b, below):	25%
Writing Boards (see 4c):	10%
Symposium Argument Exercise (see 4c):	10%
Iliad essay 1 (see 4c):	20%
Genesis essay (see 4c):	25%
Group Homework (see 4d):	10%

### 4. Explanation of Grading Components

#### 4a. Engagement:

Engagement consists of all the ways you are an active participant and learner in regard to our course topics and materials. Following is a list of components of engagement, from attending class to thinking about it with others in your free time, and making use of campus resources.

**Attendance** is a central part of your engagement with the course. Please follow all health guidelines put forward by the university. You are allowed as many as 3 reasonable absences from class during the quarter, after which (barring very extenuating circumstances) you can expect penalties to your course grade. I don't excuse absences since you are responsible for the work that you miss. If you need to miss a class, you should do the following:

- (1) Send me an email explaining your reasonable absence.
- (2) Read through the notes that were taken during the session, which will be available to you as a Google doc.
- (3) Arrange with a classmate to spend 30 minutes or so talking through the notes, questions that were discussed in class, or interesting points in the reading. The humanities is as much an activity as it is a collection of knowledge or information. The way to make up an activity that you missed is to do the activity. (Think of it as a team practice or a workout; you don't make it up by getting a list of the exercises you would have done, but instead, by exercising at another time.)

**Participation in class.** Come to class ready to think together. There will be tips about how to do this effectively along the way. For now: step up and step back. If you are an avid contributor, contribute and make room for others to do the same. If you are more reticent, see if you can

step up and speak! Be responsive to your classmates and their ideas. Try to speak in class at least once every week or class session.

**Engaging the mind.** Be thinking about class and its topics when you are not in class. Make friends with your classmates. Invite them to lunch to continue our class discussions.

**Resources.** Make use of Writing Tutors, one another, and your instructors to improve your writing.

**Campus as a Classroom.** Make use of campus! There are exciting exhibitions at the Smart Museum of Art (notably the Monochrome Multitudes exhibition this quarter: <https://smartmuseum.uchicago.edu/exhibitions/monochrome-multitudes/>). There are galleries at the Oriental Institute containing relics pertinent to our reading of Genesis later in the quarter. Special Collections at the Regenstein Library holds some beautiful, very old editions of some of our course texts. (<https://www.lib.uchicago.edu/scrc/>) There are many lectures, art exhibitions, theater performances, and the like that resonate with our course texts and themes. Take advantage of these and share what you experienced with the class.

**Required Sequence-Wide Event:** All HBC students will attend a performance of *The Island* at the Court Theatre (on campus). You will have a choice of performances to attend from a range of dates: Nov. 11, 12, 13, and 16, 17 and 18. Details to follow. Please let me know if this poses any problems for you. You can read more about the play here:

<https://www.courttheatre.org/season-tickets/2022-2023-season/the-island/>

**Communication.** Please communicate! I am usually available for a few minutes after each class if you have a quick question. You can sign up for office hours via our Canvas course page. Please email me if you are going to be absent, if you'd like to meet but can't make it to my regular office hours (or they are full), or if you want to say something about the course or the topics or let me know about something of interest.

#### **4b. Note-Taking:**

Each of you will sign up to be the note-taker for one day of the class this quarter. You will post the notes you take in a shared folder for the use of the class. The note-taker may be asked at the beginning of class to restate key points from the previous day's notes. Please consult your calendars before you sign up for a note-taking day.

#### **4c. Writing Boards, Symposium Exercise, and the Two Essays:**

It is an *aim* of the class to teach you college level writing so smoothly, so gradually, and in a manner so systematically woven into the way we talk in class and the way you come to read

our texts that writing better will seem almost as if it were a natural outcome of showing up. All the same, becoming a good writer is like becoming a master craftsman. It takes knowledge and ability—and also patience, vision, creativity, and focus. It tends to involve a lot of error and reassessment. It requires a lot of time and attention. It takes a willingness to think authentically and seriously about what you want to communicate and why you think it's important. Writing is often a process of discovery, where you start thinking you know where you are going and you end up somewhere else, which was the right way to go after all. You may find that you need to discard old writing habits and lessons that once served you. This can be a frustrating, but also a liberating process. Nobody (including your instructors) is *done* learning to write, and unfortunately nobody can give you a recipe for success in every writing situation.

When you write for this class, it will matter greatly that you have significant things to say that are well supported by sound reasoning about and evidence from our texts, and expressed clearly in ways that show why you care about them. We know that you care about your thoughts, but we also know that students sometimes arrive from high school thinking that writing done for a class is something you do to make teachers happy. We want to help you transition beyond that. Humanities core writing can be truly transformative.

We will be working on effective, collegial, well-supported, scholarly communication in one way or another all the time—whether in class discussions or in the formal and informal writing that you do for the class. The Writing Boards will sometimes ask you to do some very basic-seeming things: Quote a bit of text in a particular way or for a particular purpose. Pull apart a position that a text articulates and enumerate all the joints and ligatures of the argument. Think with it until you have worn it down to fundamentals. These exercises might seem either rudimentary (and not free enough), or overly technical (and in that sense, hard) at times. I hope you will come to see that by working within these frames, you will become a more flexible, able, and compelling writer, able to articulate and express increasingly complex arguments and ideas.

**The Writing Boards:** The aim of the boards is to help you practice using particular skills that will aid in your graded writing assignments. You will be given specific instructions for each of them. They are a place to try out new writerly things and see what others are doing. As such, they will be graded for engagement and completion, and they will be used in class to move our text discussions forward.

**The Symposium Exercise** is called an exercise because its point is to help you build acuity and agility in understanding and dissecting the logic of arguments and their assumptions, and skill in presenting them clearly and with appropriate complexity. It asks for a technical sort of writing. We will spend time during the first weeks of class working on the skills and talents being asked for in the exercise. You will receive more specific instructions in advance of the deadline. One of our two Group Projects this quarter will involve synthesizing the work of the class on the arguments in this text.

**The Iliad Essay** is about developing arguments of your own that are grounded in relatively short, very carefully read units of text.

**The Genesis/ Antigone Essay** asks again for an argument of your own, this time about text that makes writing arguments about them very challenging. I'll leave it at that for now. Here again, more detailed instructions will follow.

I will remind you again as we start to take on these tasks, but will mention now that you will be sharing your writing with classmates. A lot. This will sometimes be for the sake of critique. At other times, it will be because what you write has a part to play in our collaborative learning.

#### **4d. Collaborative Group Homework:**

All class members will complete a group homework assignment on Symposium. You will sign up for one other collaborative assignment (on Antigone, Plato's Apology, MLK's Letter, or Declaration of Independence and contexts, as indicated on the course schedule). These projects will in different ways collectivize our work into larger products in which we all have a share. Expect that writing you do for other assignments may be shared and made part of this collaborative work.

## **5. Writing Seminars and Specialist**

Our Writing Specialist, Marshall Cunningham, will hold three Writing Seminars during the quarter. These Seminars are meant to introduce you to the world of academic writing at the college level and give you the opportunity to develop skills that will support your growth as a student. You are required to fully participate in all three Seminars. Your Writing Specialist may assign outlines, exercises, drafts, etc. to be completed in advance of the Seminar; you are required to complete these exercises on time and to participate avidly in any seminar-related activities. Writing Seminars are expected to be held in Weeks 2, 4, and 10. Marshall will be in touch by the end of Week 1 with further scheduling details. The Writing Seminar component of this course carries a pass/fail grade that is independent of the grade you receive for HBC. Successful completion of the writing component is required for graduation. Writing Seminars cannot be made up; however students may be able to attend a different time slot if something urgent comes up that prevents them from attending their assigned Seminar. Please contact your Writing Specialist ([MCunningham1@uchicago.edu](mailto:MCunningham1@uchicago.edu)) with any questions.

## 6. Health and Well-Being

—Please do not come to class if you have COVID or another contagious illness. See the attendance policy in 4a, above. If you are in need of medical services, you should contact Student Wellness: <https://wellness.uchicago.edu/medical-services/>. If you should find yourself in class in a questionable state of health, please consider wearing a mask.

—In addition to physical health services, there are a range of mental and behavioral health services available on campus via Uchicago Student Wellness. You can request academic testing. You can get information about, as well as one-on-one or group support for stress, anxiety, depression, and worries about drugs and alcohol or eating habits. Psychotherapy can be a great way of getting to know yourself (including your work habits) better, even if you are feeling ok. More information is here: <https://wellness.uchicago.edu/mental-health/>

—If you are a FLI student (first-generation, low income, or immigrant), you may be interested to know about the resources of the Center for College Student Success. It's a fantastic Center with a wide range of offerings. Check it out: <https://college.uchicago.edu/student-services/center-college-student-success>

## 7. Contact, Communication, Learning Atmosphere

— Please **contact me via email**—[sfenno@uchicago.edu](mailto:sfenno@uchicago.edu)—rather than the Canvas messaging system.

—**Office Hours:** I will set office hours and a Zoom link for them via a Google doc. Links will be posted on Canvas. Assume that office hours will be on Zoom, though it may be possible for us to meet in person.

— **Access to Learning.** I strive to maintain an inclusive learning environment in every sense. You are all welcome and honored in this class. If you have ADA accommodations, please let's discuss what you need. I will ask you for documentation from Student Disability Services (SDS) if I haven't received it already. If you are unsure whether you qualify for ADA accommodations, by all means contact Student Disability Services at 773-702-6000, or [disabilities@uchicago.edu](mailto:disabilities@uchicago.edu). You can also report an access barrier, ask for services in a particular university facility, and more at

<https://equalopportunityprograms.uchicago.edu/accessibility/request-an-accommodation/>

If you are concerned that you may have a learning disability or are otherwise struggling with your schoolwork, Student Health and Counseling Services has an academic skills assessment program (called by the acronym, ASAP) that may be able to help you sort out what is going on:

<https://wellness.uchicago.edu/mental-health/academic-skills-assessment-program/>

— **Religious Holidays.** Please let me know if you need to miss class or adjust deadlines to accommodate religious observance. We will work something out. Please check your calendars in advance of signing up for any self-imposed deadlines (mainly, note-taking or group presentations) that might interfere with such observance.

—**Everyone Is Welcome.** Open communication, collegiality, mutual respect, and non-discriminatory dialogue are cornerstones to our learning and thinking together. Each of you is a resource to everyone else. Everyone around you is a resource to you. I am a member of the FLI network and take matters of inclusion and equality of access to heart. Students of any gender, sexuality, physicality, age, socioeconomic status, ethnicity, race, religious background, and immigration status are avidly welcome. Any suggestions you might have for promoting a positive and open environment will be appreciated and given serious consideration. Please let me know your preferred name and gender pronouns. If there are circumstances that make our learning environment and activities difficult, I hope you will let me know. I promise to maintain the confidentiality of such discussions.

— **Please communicate!** If you are having issues that inhibit or prohibit your learning in my class, I want to know. We can try to find workarounds where that is possible. I won't necessarily know there is a problem unless you tell me.

## 8. Policies: excessive absences, late work, academic honesty

— Please make every effort to **be present for our class sessions and to arrive on time.** I understand there are times when you may need to miss class. You are permitted to take as many as three absences during the quarter. (I don't recommend it, but if you need them, you may take them. See 4a, above, for an account of what to do if you are going to miss class.) Barring very extenuating circumstances, you can expect that more than three absences will affect your course grade.

— Please make every effort to **submit written work on time.** If you need an extension for non-urgent reasons, you will need to ask at least 72 hours in advance of the deadline. Work that is late without permission (or an urgent, very serious emergency that prevents your submitting it on time) will be penalized for lateness by a letter grade per day late. (So, a paper that would earn a B receives a C if it is one day late; a D if two days late, etc.)

— **Academic honesty** and integrity is fully expected. You must acknowledge other people's ideas whether you are quoting them directly or paraphrasing them. If you have questions about how or when to cite sources, please consult your instructor, Writing Specialist, or the Writing Tutors. See <https://writing-program.uchicago.edu/writing-support/ccwt/Links to an external site.>

The writing tutors are highly trained and an invaluable resource for *all* aspects of the writing process.



Modern Language Association (MLA) documentation style is recommended. The Purdue University Writing Lab provides excellent citation resources:  
[https://owl.purdue.edu/owl/research\\_and\\_citation/mla\\_style/mla\\_formatting\\_and\\_style\\_guide/mla\\_formatting\\_and\\_style\\_guide.html](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html) (Links to an external site.)

The MLA style guide and other information about citing sources is available via our campus libraries: <http://guides.lib.uchicago.edu/c.php?g=297265&p=1984226>Links to an external site. Failure to credit sources of ideas or information constitutes plagiarism, which can lead to your being expelled from the university. There can also be consequences for your assignment grade and course grade. Just don't do it. Information from the College about these rules can be found here: <https://college.uchicago.edu/advising/academic-integrity-student-conduct>Links to an external site.

## 9. Don't forget:

The university requires that students **remain in the same section of this course for at least two quarters**. By signing up for this course in the fall quarter, you are committing to the same time slot for the winter quarter as well. Please consult with your academic adviser *now* if you are concerned about this policy.

# COURSE SCHEDULE

## WEEK 1

### Tues. Sept. 27

Introduction to the course.

Introduction to Toulmin Model: Claims, Grounds, Warrants

Writing Board instructions (reading for claims and grounds) to be posted on Canvas by 7 pm. Please complete by 9 am Thursday.

### Thurs. Sept. 29

**Due by 9 am: Symposium Writing Board posts**

**Reading due: *Symposium*, pp. 1-31**

Group Homework 1 (All): Begin in class

Symposium Writing Exercise instructions to be posted by 7 pm

Encouraged over the weekend: Get started on your *Iliad* reading if you have time!

## WEEK 2 Writing seminar 2 this week (and possibly early next)

**Tues. Oct. 4**

**Reading due: Symposium, pp. 32-77**

**Due in Class: Symposium Group Homework**

Thurs. Oct. 6

Reading due: 48 pages of *Iliad*

*Iliad* Book I: **Read all** (20 pages)

*Iliad* Book II: **Read lines 1-487** (28 pages of reading; 20 pages of very light skimming)

Lines 488-759 consist of something known as the “catalog of ships.” Notice the lead-in to the catalog on p. 38, and the summative statement at line 760. Get the flavor of this. There won’t be a quiz! It can be fun to come back to this later when you know the characters better.

**Read lines 760-818**

Lines 819-877 contain a list of Trojan fighters. Get the flavor.

## WEEK 3: NOTE THAT THIS IS A HEAVY READING WEEK!

**MONDAY OCT 10: Symposium Argument Writing Exercise due by 7 pm via Canvas**

**Tues. Oct. 11**

***Iliad* Writing Boards due: Group 1 (simile and persuasive speech)**

Reading due: 53 pages of *Iliad*

*Iliad* Book 3: **Read all** (15 pages)

*Iliad* Book 4: (13 pages of reading; optional 5 pages skimming)

**Read lines 1-231**

Skim or skip lines 232-400 (Agamemnon walks around among the Achaeans and talks with them. Many characters are introduced, and at the end of the excised passage, Agamemnon tells Diomedes and Sthenelos a story about D's father Tydeus and S's father Kapaneus. You might find it helpful to scan for (and even circle) names in your book and touch down here and there.

**Read lines 401-544**

*Iliad* Book 5: (10 pages reading; 18 skimming or skipping)

**Read lines 1-42**

Skim or skip lines 43-83 (deaths)

**Read lines 84-144**

Skim or skip lines 144-275 (many more deaths)

**Read lines 276-453**

Skim or skip lines 454-909 (Even more deaths. Mortal and immortal rage. An exchange between Hector and Sarpedon. Arguments among the gods that leave the war in the hands of the mortals by the Book's end.)

*Iliad* Book 6: (15 pages reading; 3 skimming/skip)

**Read lines 1-4**

Skim or skip lines 5-101 (The Greeks attack. Helenus, a seer and brother of Hector, convinces Hector to return to Troy.)

**Read lines 102-529**

*Iliad* Books 7-8: Skim or skip.

**Thurs. Oct. 13**

***Iliad* Writing Boards due—Group 2 (persuasive speeches in 9; also possibly simile)**

Reading due: 56 pages of *Iliad*

*Iliad* Book 9: 23 pages of reading.

**Read all** (noting that lines 122-157 and lines 264-298, known as the “catalog of gifts” are identical though what follows each time differs.)

*Iliad* Books 10-11: Skip or skim

*Iliad* Book 12: 5 pages of reading

skip or skip lines 1-228

**Read lines 230-471**

*Iliad* Books 13-15: skip or skim

***Iliad* Book 16:** 28 pages of reading

**Read all**

*Iliad* Book 17: skip or skim

**Fri. Oct 14:**

***Iliad* essay prompts to be posted by 7 pm**

*Iliad* Writing Board instructions to be posted by 7 pm

## WEEK 4—Writing Seminar 2 this week

**Tues. Oct. 18**

*Iliad* Writing Boards—Group 3—due by 9 am

Reading due: *Iliad* Books 18-20: **Read all (52 pages)**

**Thurs. Oct. 20** *Iliad* Books 21-23 (56 pages)

***Iliad* Books 22-24 Read Books 22 and 24. Skim Book 23.**

## WEEK 5

**Tues. Oct 25**

Reading due: *Genesis* 1-3

**Thurs. Oct. 27**

Reading due: *Genesis* 4-11 (pp. 16-49)

*Genesis* Writing Board topics to be posted by 5pm

**Fri. Oct. 28: *Iliad* essays due by 5 pm.**

## WEEK 6

**Tues. Nov. 1**

**Due by 9 am: Genesis writing boards—repetition and close reading**

Reading due: *Genesis* 12-23 (pp. 50-112)

**Thurs. Nov. 3**

Reading due: *Genesis* 24-36 (pp. 113-207)

## WEEK 7

**Tues. Nov. 8**

**Due by 9 am: Genesis writing boards—repetition and close reading**

Reading due: *Genesis* 37-50

**Thurs. Nov. 10**

Reading due: *Antigone*, pp. 59-91.

## WEEK 8

Tues. Nov. 15      Reading due: *Antigone*, pp. 92-128

**Antigone Group HW (4-5 students)**

Thurs. Nov. 17 Reading due: *Apology*, pp. 21-32 (through the last full parag. on 32)

**Apology writing board posts**

**PAPER DRAFTS DUE—on Google docs**

## **THANKSGIVING WEEK—no classes**

### **WEEK 9—Writing Seminar 3 this week**

**Tues. Nov. 29** *Apology* pp. 32-44

*Declaration of Independence* and contexts (to be made available on Canvas).

**Group Homework Presentations (2 groups of 4-5 students each)--on Apology and Declaration**

**Thurs. Dec. 1** Martin Luther King, *A Letter from a Birmingham Jail*

**Group Homework Presentations (1 group of 4-5 students)**

## **FINALS WEEK**

**Final paper due Tuesday, December 6 by 5 pm.**

There is no final exam for this class.

Note to those who are reading to learn about teaching the course: This is one instructor's syllabus. The catalog course description, and the texts and teaching order are held in common across sections. Most instructors have students write 3 papers but the rule of thumb is 10-15 pages of formal writing during the quarter. Assignments and other expectations are at the discretion of each instructor.

# Human Being and Citizen 2

HUMA 12400

Winter 2023

**Humanities Instructor:**

**Office hours:**

**Writing Professional:**

**Office hours: By appointment (at least until the Writing Seminar schedule is worked out).**

## Course Description

Human Being and Citizen explores the needs and aspirations that draw human beings together in formal and informal communities and the problems that we encounter as social animals in the pursuit of human flourishing. We investigate matters of justice, the law, and leadership, and consider these together with modes of human interaction from contractual relations to friendship and kinship ties in both their legislative and affective dimensions (especially love, anger, shame, grief, and faith). We think about the role of divinity (from Greek mythology to modern Christianity) in shaping the ways our texts conceive of these topics, and we consider ideas about the formation of the self. Our readings are predominantly drawn from the western tradition—Homer, Plato, Aristotle, Augustine, Dante, Shakespeare, Kant, among others—and these canonical texts do not go unquestioned. Rather, by entering into conversation with one another, they provide the intellectual resources for an inquiry that leads ultimately into an exploration of contemporary questions of rights, representation, and belonging.

In the fall quarter, we examined texts that conceive of, express ideals about, and articulate tensions in conceptions and practices of justice, human and divine law, and emotion. Led by our texts, we thought about rupture and continuity in varieties of social ordering (including families, armies, and law). We worked on skills in assessing and reading for arguments, on analyzing literary form to ground ideas, and more generally, on developing thoughtful argumentation.

In the winter quarter, HBC examines conceptions of the human good in connection with practices of the self as they pertain to virtue, belief and truth, the community, and social organization. We ask what constitutes human flourishing and what the relation is between individual self-formation and the social and political good. Our texts are Aristotle's Nicomachean

Ethics, Augustine's *Confessions*, and Dante's *Inferno*. We will make use of and refine the skills we worked on last quarter, with greater emphasis on working with extended, complex ideas in our source texts.

## Course Goals

This course offers opportunities to hone your skills in literary analysis and philosophical investigation. Our texts offer sustained, well-reasoned views with tremendous coherence and call upon us to engage thoughtfully with them. We will practice charitable yet critically engaged reading of our source texts and attempt to think through these matters together. The group homework, writing boards, and essay assignments are all geared towards improving your capacity and acuity as readers and scholarly discussants—as well, I hope, as serving to help you to build a scholarly community and perhaps a world-view. Participating in class discussion helps to further your ability to engage in a scholarly way with systematic, extended thought about, e.g., what constitutes human flourishing, how practices of the self might be understood to sustain it, and about the social and political good.

## Required Texts

Please plan to use the assigned print editions of our course books in the translations listed below (and here: [coursebooks](#)). Translations can differ greatly, as do the notes that editors provide. You are expected, in your essays, to cite from the editions listed, so you will create extra work for yourself if you try to read from a different edition. (It will have different page numbers, different words, and different shades of meaning.) This is not where you want to be expending your energies!

In particular, please note that our Roger Crisp/ Cambridge translation of NE is a \*revised\* text. It has the same cover as the unrevised version but there are significant textual differences.

If purchasing the course texts is burdensome for you or your family, please let me know. I just might have an extra copy that I can give you. In any case, there are other ways to access the right editions and I will help you do that!

## Our texts and editions, in reading order:

Aristotle, *Nicomachean Ethics*, Revised Edition, trans. Crisp. Cambridge UP. ISBN 9781107612235

St. Augustine, *Confessions*, trans. Chadwick. Oxford UP. ISBN 9780199537822

Dante, *Inferno*, trans. Durling. Oxford UP. ISBN 9780195087444



### 3. Grading

15% Engagement (see 4a, below)

10% Writing Boards (see 4b)

20% Essay #1: Aristotle, 3-5 pages (see 4b)

20% Essay #2: Augustine, 3-5 pages (see 4b)

25% Essay #3: Dante, 4-6 pages (see 4b)

10% Group homework assignments

### 4. Explanation of Grading Components

#### 4a. Engagement:

Engagement consists of all the ways you are an active participant and learner in regard to our course topics and materials. Following is a list of components of engagement, from attending class to thinking about it with others in your free time, and making use of campus resources.

#### **Daily Reading Assignments**

You are expected to have completed and thought about the assigned readings before each class period. Make a habit of noting down questions or challenges that you might want to bring up in class. (So, for example: an account of why a particular passage was confusing to you; of something in the text that surprised you; or an “aha” moment.) These will not be collected, but you may be called upon to share them with the class. If you are uncomfortable speaking in class, consider raising questions or sharing an interesting passage (together with reasons why you find it interesting) with classmates outside of class—or email me about them. Consider asking a classmate to do the talking for you.

#### **Participation in class**

Come to class ready to think together. You will be evaluated on the quality of your contributions to the class discussion. Your contributions should reflect a commitment to understanding and thinking critically together about the assigned readings as well as the ideas being developed in the course of class discussion. I am interested in contributions that are helpful to promoting our shared understanding of textual and thematic ideas and problems. Set your sights there, rather than on showing me that you are smart. (I already know that.) Try to contribute to the class discussion every day. Remember that a contribution can take many forms: Finding a passage that might move the discussion along, asking for clarification from a peer (or instructor), summarizing and framing what’s been said, challenging respectfully, etc.

Remember to step up and step back. If you are an avid contributor, contribute and make room for others to do the same. If you are more reticent, see if you can step up and speak! Be responsive to your classmates and their ideas. Try to speak in class at least once every week or class session.

### **Engaging the mind. Using our Campus!**

Be thinking about class and its topics when you are not in class. Make friends with your classmates. Invite them to lunch to continue our class discussions. Ask them questions about their ideas.

Make use of campus! There are exciting exhibitions at the Smart Museum of Art (notably the Monochrome Multitudes exhibition this quarter: <https://smartmuseum.uchicago.edu/exhibitions/monochrome-multitudes/>). There are galleries at the Oriental Institute containing relics pertinent to our reading of Genesis later in the quarter. Special Collections at the Regenstein Library holds some beautiful, very old editions of some of our course texts. (<https://www.lib.uchicago.edu/scrc/>) There are many lectures, art exhibitions, theater performances, and the like that resonate with our course texts and themes. Take advantage of these and share what you experienced with the class.

### **Required Sequence-Wide Event**

There will be a required, sequence-wide lecture this quarter by Peter White, who is the Herman C. Bernick Family Professor in Classics and the College and (among other things) an esteemed Augustine scholar.

### **Resources**

Make use of Writing Tutors, one another, and your instructors to improve your writing.

See <https://writing-program.uchicago.edu/writing-support/ccwt/>

And, if you want to work on the English language, [ESL/EAL Core Writing Tutor](#)

### **Communication**

Please communicate! I am usually available for a few minutes after each class if you have a quick question. You can sign up for office hours via our Canvas course page. Please email me if you are going to be absent, if you'd like to meet but can't make it to my regular office hours (or they are full), or if you want to say something about the course or the topics or let me know about something of interest.

### **Attendance**

Attendance is a background part of your engagement with the course. You are allowed as many as 3 reasonable absences from class during the quarter, after which (barring very extenuating circumstances) you can expect penalties to your course grade. I don't excuse (or fail to excuse) absences since you are responsible for the work that you miss. If you do need to miss a class, you should do the following:

- (1) Send me an email explaining your reasonable absence.
- (2) Read through the notes that were taken during the session, which will be available to you as a Google doc.

(3) Arrange with a classmate to spend 30 minutes or more talking through the notes, questions that were discussed in class, or interesting points in the reading. The humanities is as much an activity as it is a collection of knowledge or information. The way to make up an activity that you missed is to do the activity. (Think of it as a team practice or a workout; you don't make it up by getting a list of the exercises you would have done, but instead, by exercising at another time.) You might start by asking: What passages did we focus on? What were the top 3 or so takeaways? What did you think was the most interesting? Most difficult? Strangest?

## **4b. Writing: The Writing Boards and the Three Essays**

Becoming a good writer is like becoming a master craftsman. It takes knowledge and skill—and also patience, vision, creativity, and focus. It tends to involve a lot of error and reassessment. It requires a lot of time and attention. It takes a willingness to think authentically and seriously about what you want to communicate and why you think it's important. Writing is often a process of discovery, where you start thinking you know where you are going and your thought path leads you somewhere else. You may find that you need to discard old writing habits and lessons that once served you. This can be a frustrating, but also a liberating process.

When you write for this class, it will matter greatly that you have something significant to say that is well supported by sound reasoning about and evidence from our texts, that you are judicious in the construction of your argument and use of source materials, and that you express ideas clearly in ways that indicate that you care about them. We know that you care about your thoughts, but we also know that students sometimes arrive from high school thinking that writing done for a class is something you do to make teachers happy. We want to help you transition beyond that. Humanities core writing can be truly transformative.

### **The Writing Boards**

You are expected to sign up for two Writing Board assignments—one for each text we read this quarter minus the text for which you, personally, are participating in a Group Homework Assignment. There will generally be two Writing Boards on offer (with different deadlines) per text.

We will be working on effective, collegial, well-supported, scholarly communication in one way or another all the time—whether in class discussions or in the formal and informal writing that you do for the class. The Writing Boards will sometimes ask you to do some very basic-seeming things: Quote a bit of text in a particular way or for a particular purpose; pull apart a position that a text articulates, analyze the joints and ligatures, say in your own words how the argument's machinery works; think with a bit of text until you have worn it down to fundamentals. These exercises might seem either rudimentary (and not free enough), or overly technical (and in that sense, hard) at times. I hope you will come to see that by working within these frames, you will become a more flexible, able, and compelling writer, able to articulate and express increasingly complex arguments and ideas.

The aim of the boards is to help you practice using particular skills that will aid in your graded writing assignments. You will be given specific instructions for each of them. They are a place to try out new writerly approaches and to learn from what others in the class are doing. As such, they will be graded for avid engagement and completion. They will be used in class to move our text discussions forward.

### **The Three Essays**

Last quarter, we focused on identifying arguments (claims, grounds, and warrants) in our source texts, and writing different sorts of argumentative essays. We practiced a number of ways to adduce significant and contestable claims that make creative, careful, and thoughtful use of the evidence on offer in our source materials (notably via consideration of simile and arguments made by characters in *Iliad*, by formal considerations of repetition, doubling, and rules in *Genesis*, and cross-textual considerations of topics in connection with *Antigone*, *Apology*, the Declaration of Independence, and *A Letter from a Birmingham Jail*).

This quarter, our first two essay assignments will require you to work in focused and logically sound ways with source texts that offer sustained views on topics no smaller than what it is to live well. You will be asked to engage with these texts systematically and charitably, i.e., through an understanding of the text's architecture and means of linking up ideas. Judicious and accurate representation of arguments, and your engagement with them, will be in the foreground.

From a skills perspective, this means you will continue honing your skills in reading logically and analytically. You should plan to think in sustained ways about the textual topics and issues, and aim to produce writing that does justice to the complexity and coherence of the source. The third paper will invite you to put this sort of acumen to work with thoughtful literary analysis. You will be given writing topics and more specific instructions, including specific writing skills to focus on for each assignment, as we move through the quarter. You will be given writing prompts (via Canvas) about two weeks before assignments are due.

### **4c. Collaborative Group Homework:**

All students are required to collaborate on **one** group homework assignment that will culminate in talking with the class at large about what you discussed and learned. Specific instructions will be made available via our course Canvas site. You will be asked to sign up for a presentation slot during the first two weeks of class. Your presentation group (or a contingent) may wish to meet with me ahead of time to discuss your work.

## **5. Writing Seminars and Our Writing Professional**

Our Writing Professional, Marshall Cunningham, will hold three Writing Seminars during the quarter. These Seminars are meant to introduce you to the world of academic writing at the college level and give you the opportunity to develop skills that will support your growth as a student. You are required to fully participate in all three Seminars. You may be assigned outlines, exercises, drafts, etc. to be completed in advance of the Seminar; you are required to

complete these tasks thoughtfully and on time, to participate avidly, and, generally speaking, to do those things that Marshall in his wisdom asks you to do in support of your writing education.

As last quarter, Marshall will be in touch by the end of Week 1 with further scheduling details. The Writing Seminar component of this course carries a pass/fail grade that is independent of the grade you receive for HBC. Successful completion of the writing component is required for graduation. Writing Seminars cannot be made up; however students may be able to attend a different time slot if something urgent comes up that prevents them from attending their assigned Seminar. Please contact Marshall ([MCunningham1@uchicago.edu](mailto:MCunningham1@uchicago.edu)) with any questions.

## 6. Health and Well-Being

—Please do not come to class if you have COVID or another contagious illness. See the attendance policy in 4a, above. If you are in need of medical services, you should contact Student Wellness: <https://wellness.uchicago.edu/medical-services/>. If you should find yourself in class in a questionable state of health, please consider wearing a mask.

—In addition to physical health services, there are a range of mental and behavioral health services available on campus via Uchicago Student Wellness. You can request academic testing. You can get information about, as well as one-on-one or group support for stress, anxiety, depression, and worries about drugs and alcohol or eating habits. Psychotherapy can be a great way of getting to know yourself (including your work habits) better, even if you are feeling ok. More information is here: <https://wellness.uchicago.edu/mental-health/>

—If you are a FLI student (first-generation, low income, or immigrant), you may be interested to know about the resources of the Center for College Student Success. It's a fantastic Center with a wide range of offerings. Check it out: <https://college.uchicago.edu/student-services/center-college-student-success>

## 7. Contact, Communication, Learning Atmosphere

### Contact

Please contact me via email rather than the Canvas messaging system.—  
[sfenno@uchicago.edu](mailto:sfenno@uchicago.edu).

### Office Hours

You will be able to sign up for office hours via the Canvas scheduler. Please, if you are unable to attend an appointment you have set, cancel the appointment in Canvas so that another student may make use of the time.

Assume that office hours will be on Zoom, though it may be possible for us to meet in person. My regular office hours are listed at the top of the syllabus. Generally speaking, I expand these hours in the week or two leading up to a formal writing deadline. If you would like to meet with me and can't during my regular hours, let me know and we can look for another time.

You are most welcome to come to office hours to talk about the texts or to continue conversations from class discussion. Sometimes students like to come in small groups. Sometimes they like to come alone. Any arrangement is fine with me.

Please note that I do not read full drafts of papers during office hours. You are welcome to email me a draft of your paper in advance of a meeting (and sharing a Google doc is often best for this), but in the meeting I will ask you what you most want to discuss. There may be a quotation use that concerns you, or trouble figuring out where to position a paragraph, or how to articulate your claim. You might wonder about a bit of reasoning you've proposed and whether it is effective. It may be that you want to brainstorm about the paper topic.

## **Access to Learning**

I strive to maintain an inclusive learning environment in every sense. You are all welcome and honored in this class. If you have ADA accommodations, please let's discuss what you need. I will ask you for documentation from Student Disability Services (SDS) if I haven't received it already. If you are unsure whether you qualify for ADA accommodations, by all means contact Student Disability Services at 773-702-6000, or [disabilities@uchicago.edu](mailto:disabilities@uchicago.edu). You can also report an access barrier, ask for services in a particular university facility, and more at <https://equalopportunityprograms.uchicago.edu/accessibility/request-an-accommodation/>. If you are concerned that you may have a learning disability or are otherwise struggling with your schoolwork, Student Health and Counseling Services has an academic skills assessment program (called by the acronym, ASAP) that may be able to help you sort out what is going on: <https://wellness.uchicago.edu/mental-health/academic-skills-assessment-program/>

## **Religious Holidays**

Please let me know if you need to miss class or adjust deadlines to accommodate religious observance. We will work something out. Please check your calendars in advance of signing up for any self-imposed deadlines (mainly, collaborative group homework or writing boards) that might interfere with such observance.

## **Everyone Is Welcome**

Open communication, collegiality, mutual respect, and non-discriminatory dialogue are cornerstones to our learning and thinking together. Each of you is a resource to everyone else. Everyone around you is a resource to you. I am a member of the FLI network and take matters of inclusion and equality of access to heart. Students of any gender, sexuality, physicality, age, socioeconomic status, ethnicity, race, religious background, and immigration status are avidly welcome. Any suggestions you might have for promoting a positive and open environment will

be appreciated and given serious consideration. Please let me know your preferred name and gender pronouns. If there are circumstances that make our learning environment and activities difficult, I hope you will let me know. I promise to maintain the confidentiality of such discussions.

### **Please communicate!**

If you are having issues that inhibit or prohibit your learning in my class, I want to know. We can try to find workarounds where that is possible. I won't necessarily know there is a problem unless you tell me.

## **8. Policies: excessive absences, late work, academic honesty**

### **Absence and Tardiness Policy**

Please make every effort to be present for our class sessions and to arrive on time. I understand there are times when you may need to miss class. You are permitted to take as many as three absences during the quarter. (I don't recommend it, but if you need them, you may take them. See 4a, above, for an account of what to do if you are going to miss class.) Barring very extenuating circumstances, you can expect that more than three absences will affect your course grade by  $\frac{1}{3}$  grade (B+ becomes B, B becomes B-) for every absence beyond 3. Figure that 3 significant latenesses count as one absence.

### **Late Work Policy**

Please make every effort to submit written work on time. If you need an extension for non-urgent reasons, you will need to ask at least 72 hours in advance of the deadline. Work that is late without permission (or an urgent, very serious emergency that prevents your submitting it on time) will be penalized for lateness by a letter grade per day late. (So, a paper that would earn a B receives a C if it is one day late; a D if two days late, etc.)

### **Academic Honesty**

Academic honesty and integrity is fully expected. You must acknowledge other people's ideas whether you are quoting them directly or paraphrasing them. Failure to credit sources of ideas or information constitutes plagiarism, which can lead to your being expelled from the university. There can also be consequences for your assignment grade and course grade. Just don't do it. Information from the College about these rules can be found here:

<https://college.uchicago.edu/advising/academic-integrity-student-conduct>

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

Modern Language Association (MLA) documentation style is recommended. The Purdue University Writing Lab provides excellent citation resources:

[https://owl.purdue.edu/owl/research\\_and\\_citation/mla\\_style/mla\\_formatting\\_and\\_style\\_guide/mla\\_formatting\\_and\\_style\\_guide.html](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html)

The MLA style guide and other information about citing sources is available via our campus libraries: <http://guides.lib.uchicago.edu/c.php?g=297265&p=1984226>



# Reading and Assignment Schedule

(1/3/22—ever so slightly tentative)

Readings are due on the dates listed

\*indicates Writing Boards due; complete the boards for which you have signed up

^indicates Group Homework Presentation; each group will give one presentation during the quarter

## Week 1

Jan. 3: Introduction to ethics and Aristotle

Jan. 5: *Nicomachean Ethics* Book 1  
—Try (throughout NE) to come up with informative chapter titles

## Week 2

Jan. 10: *Nicomachean Ethics* Books 2-3.  
—Continue with the chapter titles....  
—Focus on: all of Book 2. 3.1, 3.3 and 3.5  
—2.7 & 3.6-12 are about specific virtues, and are further developed in Book 4.

\*Jan. 12: *Nicomachean Ethics* Book 4-5.  
—Chapter titles....  
—**Writing Boards on virtues due.** For these Writing Boards, you will want to make use of information about specific virtues from Books 2, 3, 4, 5.  
—Assignment to be distributed today for Essay #1 (due Jan. 30)

## Week 3

*Tentative: Writing Seminar #1 to take place in Weeks 3- 4*

\*Jan. 17: *Nicomachean Ethics* Books 6-7  
—Focus on 6.5, 6.8-12; 7.1-5, 7.8-12 (In reading 6.5, you might want to look back at 3.2)  
—**Writing Boards on Practical Wisdom & types of characters due**

^Jan. 19: *Nicomachean Ethics* Books 8-9.  
—Focus on 8.1-5, 8.9-13; 9.4-9  
—**Group Homework on friendship.**

## Week 4

Jan. 24: *Nicomachean Ethics* Book 10

Jan. 26: *Confessions* Book I (pp. 1-23.)

### **Week 5**

Jan. 30: **Essay #1 due by 7 pm**

Jan. 31: *Confessions* Books 2-3 (pp. 24-34, 35-51. 26 pages)

\*Feb. 2: *Confessions* Books 4-5. (pp. 52-71, 72-89. 36 pages).

—**Writing Boards on intellectual encounters and transformation—Part 1**

—Assignment to be distributed by Friday for Essay #2 (due Feb. 17)

### **Week 6**

*Tentative: Writing Seminar #2 to take place in Weeks 6-7*

\*Feb. 7: *Confessions* Books 6-7. (pp. 91-110, 111-132. 40 pages)

—**Writing Boards on intellectual encounters and transformation—Part 2**

^Feb. 9: *Confessions* Books 8-9 (pp. 132-154, 155-178. 45 pages)

—**Group Homework on evil & the will; or friendship & imitation**

### **Week 7**

Feb. 14: *Inferno* Cantos 1-6

\*Feb. 16: *Inferno* Cantos 7-11

—**Writing Boards on contrapasso—Part 1 (incontinence)**

### **Week 8**

Feb. 20: **Essay #2 due by 7pm**

\*Feb. 21: *Inferno* Cantos 12-17

—**Writing Boards on contrapasso—Part 2 (violence)**

Feb. 23: *Inferno* Cantos 18-24

—Assignment to be distributed today for Essay #3 (due Mar. 7)

### **Week 9**

*Tentative: Writing Seminar #3 to take place in weeks 9-10*

^Feb. 28: *Inferno* Cantos 25-30

—**Group Homework on reading, enactment, contrapasso (fraud)**

Mar. 2: *Inferno* Cantos 31-34

### **Week 10**

Mar. 7: **Essay #3 due by 7 pm**

Note to those who are reading to learn about teaching the course: This is one instructor's syllabus. The texts and teaching order are held in common across sections. Most instructors have students write 3 papers but the rule of thumb is 10-15 pages of formal writing during the quarter. Assignments and other expectations are at the discretion of each instructor.

**Human Being and Citizen 3**  
(Huma 12500)  
**Spring 2023**

**Humanities Instructor:**

**Email:**

**Office hours:**

**Writing Instructor:**

**Email:**

**Office hours:**

## **Course 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 human beings in relation to one another, to their communities, and to divines and demons.

The spring course addresses these matters in a (broadly speaking) modern idiom of citizenship. We think, this quarter, about what (Culture? Reason? History?) might act as a ground our moral judgments, and about what to make of those grounds. We ask it means to be a human being accorded rights through instruments of law and social organization, and what belonging means in an era of nation-states. We thus revisit our perennial course themes within a modern conception of citizenship and its attendant ideas about sovereignty, law, divinity (sometimes) and notions (sometimes in tension with each other) of sociocultural and philosophical freedom.

## **Course Goals**

This course offers opportunities to hone your skills in literary analysis and philosophical investigation. We will read some texts that express sustained, well-reasoned views on our topics and call upon us to engage thoughtfully with them. We will read texts that explore these topics via imagined settings and characters and via first-person narrative reflection. Participating in the class discussion helps to further your ability to engage in a scholarly way with systematic, extended thought about, e.g., what constitutes human flourishing, how practices of the self might be understood to sustain it, and about the social the social and political good—as well as the more particular topics iterated above.

We will practice charitable yet critically engaged reading of our source texts and attempt to think through these matters together. The Group Homework, Topics Charts, and Essay Assignments are all geared towards improving your capacity and acuity as readers and scholarly discussants—as well, I hope, as serving to help you to build a scholarly community with one another, and perhaps a world-view.

## Required Texts

1. Texts available at the Seminary Co-op Bookstore (in reading order):

Shakespeare, William. *The Tempest*, ed. Stephen Orgel. Oxford UP, 2008. ISBN: 9780199535903

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

Morrison, Toni, *Home: A Novel*. Vintage, 2013. ISBN: 9780307740915

Please be sure to purchase the translations and editions listed above. Plan to use printed books for our class. If it is difficult for you to purchase course texts, please be in touch and I will find a way for you to acquire them.

You can link to our course page at the Seminary Co-op here:

<https://www.semcoop.com/coursebooks>

2. Texts available on Canvas (in reading order):

Immanuel Kant, *Toward Perpetual Peace*

Frederick Douglass, *Speech on the Fourth of July*

Hannah Arendt, “We Refugees” and “Nation-State and Democracy”

## Grading (each component is described further below)

Engagement and Class and Event Attendance	25%
Group Homework #1	10%
Group Homework #2	10%

Topics charts (two deadlines)	10%
Essay 1 (4-5 pages)	20%
Essay 2 (6-8 pages)	25%

## **Engagement: Class Participation, Attendance, Events**

Engagement: Plan to complete and think about the assigned readings before each class period.

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.

Listen carefully to the ideas presented by your classmates and be responsive to what others are saying as our discussions unfold. Show others that 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.

Attendance is expected unless you are unwell or there is a serious emergency. Please send me an email (ideally in advance) if you need to miss a class. If you miss class, plan to read through any notes for the day and *do what you missed*: Engage in a discussion with a classmate (or another HBC student) about the day's discussion.

Some discussion starters for this purpose:

- What passages did the class look at?
- What were the Problems raised/ Big Questions asked?
- What did you [your interlocutor] find most interesting or discussable?
- Here's what I [you yourself] was interested in from the reading...
- What positions were taken in the class?
- Was there takeaway information (dates, background information, context) I should know about?

### Events

There may be a semi-required sequence-wide lecture this quarter. Date and time TBD.

We hope to hold an end-of-year sequence-wide symposium in which all spring HBC students will participate. You will have choices about when to attend, but expect to present work in progress either individually or as part of a group, and expect to attend two other such presentations (60-80 minute sessions).

## Group Homework

During the quarter, you will be asked on two occasions to partake in 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 I pose; you are welcome (encouraged, even!) 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 in this way, we can develop a good understanding of our texts and generate a lot of well-grounded ideas!

**I want you to *get together* and *think together* in real time about the questions holistically. Do not parcel sets of questions out to members of the homework group and then put them together in class.**

Reason the first to do this together in real time: the questions aren't conceived so as to be parceled out and treated one by one.

Reason the second to do this together: Part of the work is the work you do negotiating your own conversation outside of class. You're welcome to come en masse to office hours if you'd like me to emcee that conversation.

## Topics Chart

The Topics Chart asks you to track a few course topics of your choosing over our range of texts. This is a place for exploratory writing. Its purpose is to serve as prewriting for the two essays. It is graded for avid completion. See specific instructions on the Chart, which you can download from Canvas or from our shared Google Folder: [https://docs.google.com/document/d/1gfsfQxBHAIHZVVFy2VgY\\_nsLHzaZmk7Bi2VfV\\_U6YNs/edit?usp=share\\_link](https://docs.google.com/document/d/1gfsfQxBHAIHZVVFy2VgY_nsLHzaZmk7Bi2VfV_U6YNs/edit?usp=share_link)

## Essays

You will write two papers during the quarter. Each paper will track a complex theme across 2 (or possibly, depending on the text, 3) texts from HBC. In the Topics Chart, I have asked you to do this with each of our texts from this quarter. If, in completing the chart, you find yourself generating claims of interest or focusing on particular connections among passages, note these down!

For Essay 1, you may draw on a paper you wrote in Fall or winter and you must use at least one text from the first part of the spring quarter. The aim of these essays is to bring disparate texts into a unified consideration of an idea. The result might be a complex definition, a way of problematizing a concept, or a means of finding connections between works that might otherwise seem unrelated.

For Essay 2, you must use one text from the second half of the spring quarter and one text from the year-long curriculum (fall, winter, or spring).

## Writing Seminars

You are required to fully participate in three writing-related instructional events with our Writing Specialist, Rebecca Himmelstein, during the quarter. Rebecca may assign outlines, drafts, etc. to be completed in advance of meetings or seminars; you are required to complete these on time. Rebecca will talk with you about scheduling. The writing component of this course carries its own pass/fail grade that is independent of the grade you receive for HBC.

## Deadlines

Written 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).

## Academic honesty

is fully expected. Failure to credit sources of ideas or information constitutes plagiarism, which can lead to your being expelled.

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. 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](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html) (Links to an external site.) also posted in our General Information module).

**SPECIAL NOTE ABOUT BOTS:** Please plan to make ZERO use of Large Language Models / chatbots in doing your work for this class. I have lots of reasons here. We can talk about them if you like. I may ask you to certify that your ideas, their organization, and the writing you turn in is bot-free.

## Office hours

You can sign up for office hours via the Canvas calendar. There are instructions for doing this along with a Zoom link for office hours in the General Information module of our Canvas site.

You are most welcome to come to office hours to talk about the texts or to continue conversations from class discussion. Sometimes students like to come in small groups. Sometimes they like to come alone. Any arrangement is fine with me. **Please, if you cannot attend an appointment you have set, cancel it in Canvas so that another student may make use of the time.**

I will make an effort to extend my regular office hours in the 2 weeks leading up to a paper deadline. However, I recommend signing up early if you wish to discuss your paper or ideas with me in this period as these times tend to fill up. Please note that I do not read drafts of papers during office hours. You are welcome to email me a draft of your paper in advance of a meeting, but in the meeting I will ask you what you most want to discuss. There may be a quotation use that concerns you, or trouble figuring out where to position a paragraph, or how to articulate your claim. You might wonder about a bit of reasoning you've proposed and whether it is effective. It may be that you want to brainstorm about the paper topic. I am happy to engage with you in any of these ways, among others. It is up to you to tell me specifically what you think would be most helpful.

## Learning Atmosphere

### —Everyone Is Welcome

I hope every student in the class will make an effort to generate a welcoming environment where we challenge one another in full respect of the intellect and ideas of one another. Together we can maintain a productive learning environment based on open communication, collegiality, mutual respect, and non-discrimination. I view the perspectives and backgrounds that students bring to this class as a resource, strength and benefit.

I am a member of the FLI network and take matters of inclusion and equality of access to heart. Students of any gender, sexuality, physicality, age, socioeconomic status, ethnicity, race, religious background, and immigration status are avidly welcome. Any suggestions you might have for promoting a positive and open environment will be appreciated and given serious consideration.

Please let me know your preferred name and gender pronouns. If there are circumstances that make our learning environment and activities difficult, I hope you will let me know. I promise to maintain the confidentiality of such discussions as you see fit.



## —Access to Learning.

I strive to maintain an inclusive learning environment in every sense. You are all welcome and honored in my class.

If you have trouble purchasing, accessing, or using course resources, please let me know and I will work confidentially with you to find a solution. It is very important to have the correct translations and print editions of our course books.

If you have ADA accommodations, please let me know so we can think together about how to make things work best. I will ask you for documentation from Student Disability Services (SDS). If you are unsure whether you qualify for ADA accommodations, by all means contact Student Disability Services at 773-702-6000, or [disabilities@uchicago.edu](mailto:disabilities@uchicago.edu). You can also report an access barrier, ask for services in a particular university facility, and more at [https://equalopportunityprograms.uchicago.edu/accessibility/request-an-accommodation/Links to an external site.](https://equalopportunityprograms.uchicago.edu/accessibility/request-an-accommodation/Links%20to%20an%20external%20site)

If you are concerned that you may have a learning disability or are otherwise struggling with your schoolwork, Student Health and Counseling Services has an academic skills assessment program that may be able to help you sort out what is going on: [https://wellness.uchicago.edu/mental-health/academic-skills-assessment-program/Links to an external site.](https://wellness.uchicago.edu/mental-health/academic-skills-assessment-program/Links%20to%20an%20external%20site)

## —Religious Holidays

Please let me know if you need to miss class or adjust deadlines to accommodate religious observance. We will work something out. Please check your calendars in advance of signing up for any self-imposed deadlines (mainly, class presentations) that might interfere with such observance.

## —Please communicate!

— via email ([sfenno@uchicago.edu](mailto:sfenno@uchicago.edu)), not the Canvas messaging system.

## —Course Schedule—

*Subject to (minor) revisions. Last updated 3/21/23*  
(\*indicates group homework day)

### **Week 1**

Tue. Mar. 21:	<i>The Tempest 1.1--in class</i>
Thurs. Mar. 23	<i>The Tempest 1.2</i>

**Week 2**

\*Tue. Mar. 28  
\*Thurs. Mar. 30

*The Tempest* Act 2 (all) and 3.1  
*The Tempest* 3.2-3 and 4.1

**Week 3**

Tues. Apr. 4  
Thurs. Apr. 6

*The Tempest* Act 5 and Epilogue. Preview of Groundwork (?)  
Preface to *Groundwork of the Metaphysics of Morals* (pp.3-8)

**Week 4**

Tues. Apr. 11  
Thurs. Apr. 13

*Groundwork* Section 1 (pp. 9-20)  
*Groundwork* Section 2, through the first paragraph of 4:424 (25 pp)

**Week 5**

Tues. Apr. 18  
  
\*Thurs. Apr. 20

**Writing seminar #1 likely this week (draft seminar)**

*Groundwork* to the end of Section 2 (19 pp.)  
Optional: Section 3 (16 pp.)  
Kant, *Perpetual Peace*

**Topics Chart Round 1 due by 7 pm**

**Week 6**

Tues. Apr. 25  
  
Thurs. Apr. 27  
**Fri. Apr. 28**

Douglass, *Speech on the Fourth of July* Available on Canvas. Begin Arendt

Arendt, "We Immigrants" and "Nation-State & Democracy"

**Essay #1 due by 7 pm**

**Week 7**

\*Tues. May 2  
  
Thurs. May 4

**Writing seminar #2 likely to take place this week (postwriting seminar)**

Baldwin, *No Name in the Street*, beginning of Part 1, "take me to the water," pp. 3-break on 43  
Baldwin, *No Name*, pp. 43-81 (end of Part 1)

**Topics Chart #2 due**

**Week 8**

Tues. May 9  
\*Thurs. May 11

**Writing seminar #3 likely to take place this week (draft seminar)**

Baldwin, *No Name*, beginning of Part 2, "to be baptized," pp. 82-132  
Baldwin, *No Name*, pp. 132-197 (end)

**Week 9**

\*Tues. May 16  
Thurs. May 18

**HBC Sequence-Wide Symposium to take place this week**

*Home*, first half  
*Home*, second half

**Week 10**

Mon. May 23

**Essay 2 due, 7pm**