



## Honor 2113: Intellectual Traditions



### Science, Technology, & Human Rights

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#### Course Description

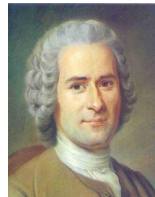
The Utah Asia Campus HONOR 2113 course examines the interplay of intellectual history since 1700 leading towards the ideal of human rights. Though the term "human rights" was foreign to intellectuals of the early part of the 18th century, the widespread blossoming of new psychologies of individual autonomy, an inner life, universal empathy and reason, ideals of equality among many other intellectual insights shaped both public debates and the gradual rise of self-evident rights of each individual many of us take for granted today.

Like other courses in this series (which are not prerequisites to this course), we will discuss specific voices contributing to the development

of human rights with a particular emphasis on the impact of science and technology. The ethical debates forming the rationale for our readings and discussions stem from a vital question our global societies continue to negotiate: How best can we mobilize technologies and the sciences to elevate (as opposed to devastate) our increasingly globalized local communities, traditions, and democratic human rights values? Each week will feature readings tied to the intellectual history that has some story to tell about this important ethical problem for our age. **Students should note that most of the class will center on discussion; this is a seminar style course relying on discussion and debate; this is not a lecture class.**

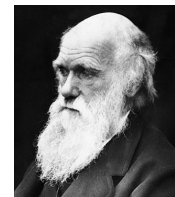
#### Part 1: Science, Tolerance, and the Outer Limits of Rights

The first unit of the course explores the question of whether we can locate a cogent connection between science and the rights as voiced in the Universal Declaration of Human Rights. Of key interest to our discussions will be personal liberty and individuality, equality, and the role of rationality, science and technology in supporting these ideals. Through scientific, philosophical, and literary texts, students will encounter and debate forceful voices in intellectual history, while exploring the outer boundaries of rights, without distinction, and extending even to those beyond this world.



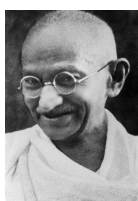
## Part 2: Science, Human Rights, and Free Will

Following a discussion of the connection between classical liberal values and human rights, the second part of this course centers on the question of free will. Though the debate on free will and determinism has ancient origins, recent scientific discoveries in genetics, physics, and psychology have shed new light on this age-old question. Through a layering of these perspectives, we will question whether science points towards a world in which individuals have some autonomy to defend human rights.



## Part 3: Science, Human Rights, and a Visions of a Moral Future

Though the European colonial project predates 1700 by more than 200 years, the mechanical and social technologies co-developed in the wake of European industrialization mark a new, more familiar set of relationships between the West and “the rest.” The third part of this course examines voices from European colonial frontiers that challenged European hegemony and through their voices, continue to challenge and nurture our current discourse on human rights. These range from India’s Independence movements, to Tibetan and Korean monastic pursuits of inner revolutions, to tradition-based ethics of Afro-Futurism. Our readings and discussions will not simply critique European colonial projects. They will also highlight the ways African and Asian intellectuals have sought to chart alternative paths towards painting rich meaningful, ethical landscapes of possible futures in light of globalization and rapid development in science and technology.



## Experiential Learning Component

Another goal of this course is to immerse students in intentional moral communities to experience ways in which various people have tried to imagine a world in light of contemporary science. To that end, we will embark on two class field trips. The first is an overnight temple stay at a Korean Zen monastery, in which students will experience life in a community drawing from ethical traditions of the past to promote human rights. The second will be the Museum of Modern and Contemporary Art in Seoul, an institution dedicated to prophetic imagination to the future. Students will analyze and critique these experiences both in their discussion journals as well as in their final group presentation for the class.



## Intellectual Traditions 2113



### Course Learning Objectives and Outcomes

- **Critical Textual Analysis** (via Reading Circle Leadership, Comparative Outline and Essay, Journal Post & Portfolio, Class Participation)
- **Encounter & Contextualize Enduring Questions** (via Reading Circle Leadership, Comparative Outline and Essay, Journal Post & Portfolio, Designing the Future Presentation)
- **Written, Graphic, and Oral Communication** (via Reading Circle Leadership, Comparative Outline and Essay, Journal Post & Portfolio, Designing the Future Presentation, Class Participation)

### Course Textbooks

- You can find all of the readings on the “Course Materials” tab in Canvas

### Questions are always welcome.

If you choose to email me, please include “Intellectual Traditions” in the subject line. I will respond as soon as possible. You can message me using Canvas.

CLASS	CLASS TOPIC	READINGS
<b>WEEK 1: Introduction to the Course</b> <b>Monday, February 17 – Friday, February 21</b>		
1	Course goals, the field of intellectual history, student introductions and expectations	The Class Syllabus
<b>Part 1: Science, Tolerance, and the Outer Limits of Rights</b>		
2	Overarching theories of human rights and the specter of Orientalism in cross-cultural studies	UN Declaration of Human Rights (List of Rights); Edward Said's <i>Orientalism</i> (Cha 1)
<b>WEEK 2: Knowledge, Human Experience, &amp; the Specter of Cultural Relativism</b> <b>Monday, February 24 – Friday, February 28</b>		
3	Epistemology, science, freedom, and the ideal society based on reason; John Locke's Challenge to Tradition	Harris, <i>The Moral Landscape</i> (Intro - Chapter 3)
4	The place of psychology and “the passions” in governing rational choices; Hume's Skepticism	Harris, <i>The Moral Landscape</i> (Chapter 4 - Conclusion)

## WEEK 3: Science, Superstition, and Prejudice Monday, March 3 – Friday, March 7

5	Scientific skepticism towards religious, class, and ethnic division	Voltaire's <i>Candide</i> (Chapters 1 - 10)
6	The "New World," an argument for tolerance and non-interference?	Voltaire's <i>Candide</i> (Chapters 11 - 30)

## WEEK 4: Men and Women Unchained Monday, March 10 – Friday, March 14

7	Questioning traditional government and hierarchies of power	Rousseau's <i>Discourse on the Origin of Inequality</i> (Part 1)
8	Equality through universal education for all genders	Wollstonecraft's <i>Vindications of the Rights of Women</i> (Chapters 1, 2, & 5)

## Week 5: Political Science? Monday, March 17 – Friday, March 21

9	<b>Final Paper Writing Workshop</b>	
10	Equality through communal ownership and a classless society	Thea Von Harbou and Fritz Lang's <i>Metropolis</i> ( <a href="#">Full Film Link</a> )

## Week 6: Monday, March 24 – Friday, March 28

11	(Make up classes are the temple stay and museum visit.)	
12	<b>Spring Break Holiday!</b>	

## Week 7: Do Rights Extend to the Past and the Future? Monday, March 31 – Friday, April 4

13	Students' responsibility in shaping a just social order/ Do the dead have human rights?	Han Kang's <i>Human Acts</i> (Intro, Ch. 1-3)
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## Intellectual Traditions 2113



14	Pathos and the “science” of forgiveness and reconciliation	Han Kang's <i>Human Acts</i> (Ch. 4-6, epilogue)
<b>Part 2: Science, Human Rights, and Free Will</b>		
<b>WEEK 8: A New Vision of Human Provenance</b> Monday, April 7 – Friday, April 11		
15	The Social Effects of Scientific Revolutions	Darwin's <i>On the Origin of Species</i> (Intro + Ch. 4)
16	Biological factors for moral and intellectual development	Darwin's <i>Descent of Man</i> (Ch. 1 & 7)
<b>WEEK 9: Free Will, Ethics, &amp; the Nuclear Age</b> Monday, April 14 – Friday, April 18		
17	Struggling with human rights with new understandings of memory, time, and discontinuity	Selections from Egginton's <i>Rigor of Angels</i> (Intro + Part 1)
18	A rational, scientific defense of free will?	Selections from Egginton's <i>Rigor of Angels</i> (Part 3 & 4)
<b>WEEK 10: Rethinking Free Will in Light of Psychology</b> Monday, April 21 – Friday, April 25		
19	Varieties of Free Will and Determinism	Selections from Sapolsky's <i>Determined: A Life Without Free Will</i> (Chapters 1-4)
20	Living a Moral Life in a Determined Universe	Selections from Sapolsky's <i>Determined: A Life Without Free Will</i> (Chapters 11-15)
<b>Sat - Sun Class Trip: Temple Stay in Musangsa International Temple in Korea</b>		
<b>Part 3: Science, Human Rights, and a Visions of a Moral Future</b>		
<b>WEEK 11: South Asian Subaltern Visions of a Just Society</b> Monday, April 28 – Friday, May 2		
21	Subaltern critiques of European hegemony: Can the subaltern speak?	Gandhi's <i>Hind Swaraj</i> (Chapter I, III - VII; XX)



## Intellectual Traditions 2113



22	Labor Day Holiday!	
Paper Outlines Due Sunday, Midnight		
WEEK 12: Designing a Future in Light of the Past Monday, May 5 – Friday, May 9		
23	Buddha's Birthday Holiday!	
24	The Tibetan School of Dialectics and compassionately rigorous education Final Project Explanation	Dalai Lama's <i>Beyond Religions, Ethics for a Whole World</i> (Part 1)
WEEK 13: Transhumanism & Rights Monday, May 12 – Friday, May 16		
25	Afro-Futurism and Imagining Ethics	Nnedi Okorafor's <i>Binti</i> (PP. 1-45)
26	Alien Bodies and Human Rights	Nnedi Okorafor's <i>Binti</i> (PP. 45-End)
Friday Class Trip to the MMCA		
Journal Portfolios Due Sunday at Midnight		
WEEK 14: Individual Project Consultations Monday, May 19 – Friday, May 23		
27	Peer Review/ Group Consultations on Student Presentations & Workshop	
28	Peer Review/ Group Consultations on Student Presentations & Workshop	
WEEK 15: Student Presentations Monday, May 26 – Friday, May 30		
29	Student Presentations	
30	Student Presentations	
Final Exam Period Day 2 Midnight Full Draft of Essay Due		



## Intellectual Traditions 2113



### Classroom Conduct Request

#### Please...

1. Come to class on time, every time.
2. Turn off cell phones and refrain from using e-mail or the Internet during class.
3. Read all assigned texts before class.
4. Be prepared to participate intelligently.

#### Course Requirements in Brief

In addition to class discussions and debates, students will prepare a number of assignments. Your final grade will be determined by the following:

1. Comparative Outline and Essay (40% of your final grade)
2. Reading Circle (10% of your final grade)
3. Journal Posts & Portfolio (20% of your final grade)
4. "Designing the Future" Group Presentation (20% of your final grade)
5. Class Participation (10% of your final grade)

#### 1. Comparative Outline and Essay (40% of your final grade)

In consultation with the professor, students will choose a topic related to the intersecting class theme of science, technology, and human rights. The essay incorporates one figure from our syllabus compared with someone we do not study in class. Students will first submit an outline (10% of your grade) and with the feedback from the professor, convert the outline to a full draft (30% of your grade) essay of 2000+ words. [The instructions for the outline can be found here and on the Canvas assignment tab](#). The term paper instructions [can be found here as well as on Canvas](#).

#### 2. Reading Circle (10% of your final grade)

Once a semester, individual students or pairs will give a short presentation on the class readings along with guiding a student discussion. The presentation should lead to a debate or activity designed and led by the group. Individuals or groups may sign up in the "People" tab and "Reading Circle" tab in Canvas. [The instructions can be found here and on the Canvas assignment tab](#).

#### 3. Journal Posts & Portfolio (20% of your final grade)

Over the semester, students will write 10 journal posts (5 in the first half of the semester, and 5 in the second half) on the course reading materials before the class date. At the end of the semester, you will compile a portfolio with a cover page to submit. [The instructions can be found here and on the Canvas assignment tab](#).

#### 4. Designing the Future Group Presentation (20% of your final grade)



## Intellectual Traditions 2113



Throughout the semester, we will take several field trips including a temple stay and a visit to a “Futurist” museum. In small groups, students will design a presentation to both analyze these experiences in terms of their theories/visions of the future (and relating these experiences to our class readings) and provide a critique in terms of possible designs. Students will provide a template for redesigning the spaces and experiences of the class field trips. Students will present these analysis and critiques through a 15-20 minute PPT presentation in the last week of class. [The instructions can be found here and on the Canvas assignment tab.](#)

### 5. Class Participation (10% of your final grade)

We will hold two field trips over the semester. One will be to visit Musangsa International Zen Center near Daejeon for a weekend trip and one to a Modern Art Museum in Seoul.

In addition to attending the field trips, your participation in class is a sine qua non (must) for learning. Admittedly, sometimes participating in class can feel awkward or perhaps even embarrassing. Please feel comfortable to make mistakes in my class without fear. Your classmates and I are here to support your personal growth without judgment.

Attending and participating in every class is important for your class grade. If you are late or miss a class without a doctor’s notice, your participation grade will be lowered. Makeup presentations and/or exams will only be offered for students with persuasive excuses such as serious illness.

Here are the rules for absences:

- **Late for 3 classes = 1 Absence**
- **0-3 Absences = No grade reduction**
- **3-5 Absences = 1/3<sup>rd</sup> letter grade deduction ( B+ to a B )**
- **6+ Absences = E**

**\*\*Excused absences from the Dean’s office are never counted against your attendance**

### Grading Scale

A 94-100%	B+ 87-89%	C+ 77-79%	D+ 67-69%
A- 90-93%	B 83-86%	C 73-76%	D 63-66%
	B- 80-82%	C- 70-72%	D- 60-62%
			E 59% and Below

## Written Assignments

### Guidelines and Rubrics



## Intellectual Traditions 2113



For each of the written assignments, students will be given a clear set of guidelines as well as a copy of the rubric that will be used in marking it. Written assignments that do not follow the guidelines will receive a low grade. Therefore, please read the guidelines carefully, pay attention in class when they are presented and discussed, and consult your instructor if you have any questions.

### Electronic Submission

In this class, all written assignments will be submitted via Canvas. Every assignment will be checked by Turnitin, which is the most sophisticated originality checker available. In other words, it will be checking your assignments for instances of copying or plagiarism. It checks your assignments against everything that is available on the Internet, as well as against every assignment that a student anywhere in the world has ever submitted to it. Almost immediately after an assignment is submitted, both the student and the instructor will receive an originality report. This originality report will highlight any instances where the student has copied or plagiarized, as well as the original source.

### Turnitin as a Teaching Tool

The electronic submission of assignments via Canvas will be set up so as to allow resubmission. This means that a student may, prior to the deadline, submit his assignment and receive the originality report. Students then have the opportunity to remove, replace, or correct the highlighted sentences (i.e. those that are copied or plagiarized). This process may be completed an unlimited number of times up until the submission deadline, without penalty. Students are, therefore, encouraged to submit their assignments as early as possible to give themselves as much time as possible to improve their paraphrasing skills and to become more original writers.

### Academic Dishonesty

The following statement is intended to make clear what constitutes academic dishonesty, and the consequences that will follow. An act of academic dishonesty will result in a failing course grade of “E” and may result in a recommendation of additional disciplinary action, e.g. expulsion from the University. (The University of Utah Student Code provides these sanctions and provides appeal rights: [www.sa.utah.edu/code/](http://www.sa.utah.edu/code/).)

Please carefully read the following definitions of academic dishonesty:

- Cheating (as defined in Section I-B of the Student Code) “involves the unauthorized possession or use of information, materials, notes, study aids, or other devices in any academic exercise, or the unauthorized communication with another person during such an exercise.”
- Plagiarism (as defined in Section I-B of the Student Code) is “the intentional unacknowledged use or incorporation of any other person’s work in, or as a basis for, one’s own work offered for academic consideration or credit or for public presentation. Plagiarism includes, but is not limited to, representing as one’s own, without attribution, any other individual’s words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression.”

Original work means that unless specifically authorized by the instructor, all academic work done for this course must be original. That is, it must not have been submitted in a prior course, nor may it be submitted in a course being taken concurrently.





## Intellectual Traditions 2113



**AI such as ChatGPT and AI Language translators may not be used in this course aside from the AI Video as part of the final group presentation “Designing the Future.” Please do not use AI on your reading circle, outline draft, term paper, or journal posts. Significant use of AI in a paper or handout will be marked down or given no credit at the discretion of the course instructor.**

Please refer to the University of Utah Student Handbook and University of Utah online catalog regarding policies and procedures for grading, attendance, course incompletes, and academic honesty.

### Plagiarism Penalties

Plagiarism, or copying without giving credit, is a very serious academic offense and will be treated as such in this course. However, one of the main goals in this course is to train you to avoid plagiarism. This is why Turnitin will be used extensively, not only as an originality checker, but also as a teaching tool. This is also why you will be given the opportunity for resubmissions prior to the deadlines.

If, however, an assignment is submitted and there are instances of plagiarism and you do not fix it, there will be consequences once the deadline passes. The intent behind these consequences, though, is not to penalize the student, but to help students learn from their mistakes.

### Other University Policies

***I will listen and believe you if someone is threatening you.***

If you are in urgent need of support, call 119 (there is an option to speak to an operator in English) and/or the UAC Emergency phone number at 82-010-8519-6008.

**\*\*If you are experiencing interpersonal violence, sexual assault, domestic violence, and/or stalking, please report it to me and I can connect you to resources.**

1. The Americans with Disabilities Act. The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability & Access, <https://disability.utah.edu/>, +1 -801-581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability & Access.

Given the nature of this course, attendance is required and adjustments will only be permitted as required by Policy 6-100(III)(O). If you need to seek an ADA accommodation to request an exception to this attendance policy due to a disability, please contact the Center for Disability and Access (CDA). CDA will work with us to determine what, if any, ADA accommodations are reasonable and appropriate.

In compliance with ADA requirements, some students may need to record course content. Any recordings of course content are for personal use only, should not be shared, and should not be made publicly available. In addition, recordings should be destroyed at the conclusion of the course.



## Intellectual Traditions 2113



2. University Safety Statement. The University of Utah values the safety of all campus community members. To report suspicious activity, call the Asia Campus Dean of Students Office at 032-626-6014 or the Asia Campus Emergency Contact at 010-8519-6008. You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit <https://safeu.utah.edu>

3. Addressing Sexual Misconduct. Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 383 South University Street, +1-801-581-8365, or the Asia Campus Office of the Dean of Students, 611 Utah Building, 032-626-6014 or the Asia Campus Emergency Contact at 010-8519-6008. For support and confidential consultation, contact the Mental Health Counseling Center, 3051-3052 MCB, 032-626-5142 or 032-626-5142. .

a. Lauren's Promise: Lauren's Promise is a vow that anyone – faculty, staff, students, parents, and community members – can take to indicate to others that they represent a safe haven for sharing incidents of sexual assault, domestic violence, or stalking. Anyone who makes Lauren's Promise vows to: 1.) listen to and believe those individuals who are being threatened or experiencing sexual assault, dating violence or stalking; 2.) represent a safe haven for sharing incidents of sexual assault, domestic violence, or stalking; and 3.) change campus culture that responds poorly to dating violence and stalking. By making Lauren's Promise, individuals are helping to change campus cultures that respond poorly to dating violence and stalking throughout the nation.

4. Academic Misconduct Statement. It is expected that students adhere to University of Utah policies regarding academic honesty, including but not limited to refraining from cheating, plagiarizing, misrepresenting one's work, and/or inappropriately collaborating. This includes the use of generative artificial intelligence (AI) tools without citation, documentation, or authorization. Students are expected to adhere to the prescribed professional and ethical standards of the profession/discipline for which they are preparing. Any student who engages in academic dishonesty or who violates the professional and ethical standards for their profession/discipline may be subject to academic sanctions as per the University of Utah's Student Code: <https://regulations.utah.edu/academics/6-410.php>

**Language Policy.** The University of Utah Asia campus is committed to providing and fostering an environment that is safe and free from prohibited discrimination. The following language policy applies to all academic and administrative units of the University and all members of the University community, including faculty, staff, and students. English is recognized as the official language of instruction, assessment, and curriculum. Except for language classes, where the target language will dominate, per best practices of language pedagogy. In addition, English is the official language for all university administrative and business-related matters.