Correlation and Convergence: Thinking Outside the Disciplinary Box
Honors Program Course ~ Spring 2016

Dr. Christy Call
EHall, Office 464;
Office hours TBA
ccall2@weber.edu

Dr. Gary Dohrer
EHall, Office XXX;
Office Hours TBA
gdohrer@weber.edu

THIS SYLLABUS IS MEANT TO PROVIDE AN INITIAL PREVIEW OF THE COURSE. THE SYLLABUS THAT WILL BE DISTRIBUTED ON THE FIRST DAY OF CLASS WILL HAVE MORE DETAILED INFORMATION. YOU MAY CONTACT US WITH QUESTIONS.

COURSE DESCRIPTION

This new course designed especially for Aletheia students in their junior or senior years will deepen and broaden learning within a student's major. Toward this, students will explore the conventions, approaches, and values of their field. Yet they will also see these contrasted with other conventions, approaches, and values. The class will feature some common course texts, films, and artworks, yet students will be encouraged to devise their own research agendas. The seminar style of the class will promote a diverse sharing of insights and viewpoints.

COURSE MATERIALS

• Unflattening by Nick Sousanis. This text garnered a high amount of critical acclaim for the way that it asks readers to rethink assumptions.
• Other materials, such as readings, artworks, and films, will be posted on the Canvas page.

ASSIGNMENTS

• An Intellectual Autobiography ~ This on-going paper will explore personal developments of academic and social nature. The format will be a multi-genre paper so that we talk about the different styles of writing depending on context.
• Literature Search ~ Students will closely and critically read a number of articles in their own field. Together, we will pay attention to the scope and dimensionality of an issue to locate ways that discourse is used, the way that the researcher is positioned, etc. Some of these readings will be shared in class so that each student betters his/her skill in articulating ideas even to those of another field.
• Critical Geographies ~ Each student will visit a setting or geography that is highly representative of his/her field. Students will approach the space with the intent of seeing it and re-describing it critically. Interviews may be conducted; artifacts may be collected. Students will present their findings to the larger class.

• Research Project ~ At the end of the semester, each student will present a brief but substantive project that showcases their learning. You may use any media (film, video, photos, music, or websites) that engage your audience and facilitate understanding. We will provide detailed information about the projects (including a grading criteria) at the point when you will need to start planning.

UNIVERSITY POLICIES

Academic Dishonesty: As specified in PPM 6-22 IV D, cheating and plagiarism violate the Student Code. Plagiarism is “the unacknowledged (uncited) use of any other person’s or group’s ideas or work.” Students found guilty of cheating or plagiarism are subject to failure of a specific assignment, or, in more serious cases, failure of the entire course.

Core Beliefs: According to PPM 6-22 IV, students are to “[d]etermine, before the last day to drop courses without penalty, when course requirements conflict with a student’s core beliefs. If there is such a conflict, the student should consider dropping the class. A student who finds this solution impracticable may request a resolution from the instructor. This policy does not oblige the instructor to grant the request, except in those cases when a denial would be arbitrary and capricious or illegal. This request must be made to the instructor in writing and the student must deliver a copy of the request to the office of the department head. The student’s request must articulate the burden the requirement would place on the student’s beliefs.”

Disability Accommodation: PPM 3-34 notes: “When students seek accommodation in a regularly scheduled course, they have the responsibility to make such requests at the Center for Students with Disabilities before the beginning of the quarter [semester] in which the accommodation is being requested. When a student fails to make such arrangements, interim accommodations can be made by the instructor, pending the determination of the request for a permanent accommodation.”

Emergency Closure: If for any reason the university is forced to close for an extended period of time, we will conduct our class via the course Canvas page.