

INTS 3900 – WATER

Spring 2011
Burton/Biniaz

Section 1 – CRN #24503 TR 1030-1145am NPLAZA 113B	Section 2 – CRN #24504 MW 100-215pm NPLAZA 113B
Denise Burton NPlaza 125 435-879-4291 Office Hours: MW 11-1, TR 12-2	Darl Biniaz NPlaza 125 435-652-7813 Office Hours: TBD

REQUIRED TEXTS

- Maclean, Norman. *A River Runs Through It and Other Stories*. Chicago: U of Chicago P, 2001.
- Outwater, Alice. *Water: A Natural History*. New York: Basic Books, 1996.
- Pearce, Fred. *When the Rivers Run Dry*. Boston: Beacon Press, 2006.
- Solomon, Steven. *Water: The Epic Struggle for Wealth, Power, and Civilization*. New York: HarperCollins, 2010.

Other reading assignments are available through CANVAS, and students will be expected to print out those assignments and bring them to class on the dates indicated in the syllabus.

COURSE DESCRIPTION

INTS 3900: Water is an interdisciplinary exploration of the many and varied aspects of water. Science, religion, literature, art, philosophy, history, geography, ecology and geopolitics are all influenced and affected by this fascinating commonality. While we can learn to live without many things, we, literally, cannot live without water and humanity has always been bound by our ability to control water. In this course we will explore our relationship to water and the far-reaching impact it has on civilization. INTS 3900 fills the requirement for a topics class for INTS students, and is open to any student with a sense of adventure and curiosity. You must have completed ENGL 1010 with a grade of C or higher, and you must be willing to commit to several hours of reading each week.

Success in INTS 3900 will come to those students who diligently read the assigned material weekly, attend class regularly and participate in class discussions. Curiosity and wonder will go a long way towards motivating students to dig a little deeper and search a little more for the hyperlinks and connections that make interdisciplinary scholarship interesting and enjoyable. Don't be afraid to share with the class when an assignment or discussion "reminds" you of something else. It is those connections that help us to further explore our humanity and interactions with the world around us. Those connections are also vital to achieving a level of interdisciplinary scholarship that we expect our students to reach.

COURSE OBJECTIVES

Upon successful completion of INTS 3900, students will:

- Appreciate the interdisciplinary nature of knowledge and learning.
- Demonstrate sufficient understanding of the course subject.
- Recognize the unique insights into complex issues that various disciplines can provide.
- Understand the importance of integrating knowledge and perspectives from multiple disciplines in order to illuminate complex subjects and problems.
- Be practiced in synthetic, analytic and complex thinking in engaging with sophisticated concepts, abstract ideas and concrete topics.

PROGRAM OBJECTIVES

INTS 3900 is an important building block in the core coursework of the Integrated Studies program. Engaging with a complex, timely topic from a multitude of disciplinary perspectives helps students realize the goals of integrative learning. Upon successful completion of the Integrated Studies program, students will:

- Understand the nature and process of interdisciplinary integration.
- Appreciate the unique advantages of integrative research and learning.
- Recognize how interdisciplinary-based research provides important knowledge and insight into complex problems and issues.
- Understand the nature of disciplinary research and scholarship.
- Identify the distinct theories, epistemologies, methods, concepts, and assumptions of two academic disciplines.
- Conduct scholarly research and writing in two academic disciplines.
- Demonstrate integrative understanding of a topic, problem, or phenomenon from two disciplinary perspectives.

CAMPUS POLICIES

As a public institution of higher learning, we have all kinds of rules and regulations we (students, faculty and staff) must adhere to. Those policies and procedures are outlined in official documents that can be accessed here:

<http://dixie.edu/reg/syllabus/#finals>

In links accessed from that page, you will find information regarding important dates on campus for the semester, the final exam schedule, Writing Center and Disability Resource Center information, and policies and procedures regarding academic honesty and student/faculty conduct. Should there be any question about campus policies and procedures, I will assume you have read the information available online in full.

It cannot be emphasized enough that if you feel you are in need of assistance from the Disability Resource Center you should seek them out immediately upon starting the semester. The sooner I am aware of the need for accommodation, the easier it is to make those accommodations. The help that the DRC offers is free and completely confidential.

IMPORTANT DATES ON CAMPUS:

Jan 9	Classwork Starts
Jan 11	Last Day to Add Without Signature
Jan 16	Martin Luther King Jr. Day
Jan 17	Drop/Audit Fee Begins (\$10 per class)
Jan 24	\$50 Late Registration/Payment Fee
Jan 30	Graduation Application Deadline
Jan 31	Pell Grant Census
Jan 31	Last Day for Refund
Jan 31	Last Day to drop without receiving a "W" grade
Feb 1	Courses dropped for non-payment
Feb 3	Last Day to ADD Classes
Feb 20	President's Day
Feb 27	Mid-Term Grades Due
Mar 2	Last Day to DROP/AUDIT Classes
Mar 12-16	Spring Break
Mar 19	Summer Registration open to Seniors (90+ earned credits)
Mar 20	Summer Registration open to Juniors (60+ earned credits)
Mar 21	Summer Registration open to Sophomores (30+ earned credits)
Mar 22	Summer Registration open to All Students
Apr 6	Last Day for Complete Withdrawal
Apr 16	Fall Registration open to Seniors (90+ earned credits)
Apr 17	Fall Registration open to Juniors (60+ earned credits)
Apr 18	Fall Registration open to Sophomores (30+ earned credits)
Apr 19	Fall Registration open to All Students
Apr 26	Classwork Ends
Apr 27	Final Exams
Apr 30, May 1-3	Final Exams
May 4	Commencement

CLASSROOM POLICIES

Our coursework revolves around the shared experiences of reading assignments, short lectures, video resources, and classroom discussion. While we will only take roll sporadically, your grade will be affected by missing class, if only because your writing assignments will reflect your disconnect from the ideas we are working with. Make friends with someone who you can trust to take good notes when you need to be gone.

Since all of our assignments are submitted online, there will be no need to make accommodation for school-sponsored absences.

With that said, sometimes athletes and other student representatives are booked into hotel rooms that do not have internet access. You are responsible for getting your assignments submitted on time, regardless of the arrangements made by the athletic or other departments. If there is any doubt about having access to CANVAS while you are on the road, do the assignments before you leave. Prep checks will not be offered after the submission date and time has passed. If you experience a medical or family emergency, proper documentation will be required, and alternate assignments will be issued on an individual basis.

As this is a discussion and experience based class, I am anticipating and expecting our class time to sometimes include lively discussion, which may mean that your classmates introduce ideas and opinions that you do not agree with. While your opinion is always valid, please be aware that being rude, dismissive, or abusive while expressing that opinion will not only make you look foolish, but will result in your removal from our class.

We will use the CANVAS Email tool for communication in this class. This tool is easy to use and gives you access to us and to each other in a secure environment that doesn't risk your emails to a spam filter or typo in the address box. Ask for a demonstration of how to use the Email tool if you have questions. We will also use CANVAS for Course Content delivery and Weblinks when appropriate. Please check in on CANVAS often for announcements and content. You can also personalize your CANVAS account and have the system notify your phone or mobile device when there are additions, announcements, grades or other information posted that you need to know.

CLASSROOM EXPECTATIONS

We expect each student in this course to come to class prepared, alert, and on time. Sleeping in the classroom, even during video presentations, is detrimental to your reputation with the instructors. In addition, cell phone use in the classroom, even on silent mode, is inappropriate. Computers are not forbidden, but all too often they function as a distraction rather than a learning tool, so please be cautious in your dependence upon them. Food and drink are allowed if you can partake without distracting other students or drawing attention to yourself. Students who repeatedly fail to engage with the class or become disruptive will be asked to leave the classroom. Please be considerate of the instructors and your fellow students. In return, you can expect us to be prepared, engaged and on time, to return assignments in a timely fashion with helpful feedback when appropriate, and to manage the classroom in a manner that allows learning to take place.

GRADE SCALE AND CORRESPONDING GPA

A	94.0 and above	4	C	74.0 – 76.9	2
A-	90.0 – 93.9	3.7	C-	70.0 – 73.9	1.7
B+	87.0 – 89.9	3.3	D+	67.0 – 69.9	1.3
B	84.0 – 86.9	3	D	64.0 – 66.9	1
B-	80.0 – 83.9	2.7	D-	60.0 – 63.9	.7
C+	77.0 – 79.9	2.3	F	59.9 and below	0

ASSIGNMENT BREAKDOWN

Quizzes (online)	30%
Review/Responses (online)	30%
Research Projects	10%
Final Exam	30%

Your grades will always be available to you in CANVAS, and midterm grades will be posted when required by the college. The CANVAS gradebook feature has a great function that lets you ask “what if?” about your current and future grades at any time during the semester.

ASSIGNMENT DESCRIPTIONS

Quizzes are taken online, through the CANVAS tool labeled “Assessments.” Each quiz is made up of a variety of question types, designed to encourage you to do the assigned reading before coming to class. The reading load for this class is considerable, so quizzes are assigned several times a week, beginning immediately. **THE FIRST PREP CHECK IS DUE BEFORE OUR NEXT CLASS MEETING.** You will be responsible for Saturday/Sunday evening quizzes EVERY week throughout the semester, even when we are on Spring Break and other holidays. It is easy to do well on the quizzes by keeping up with the reading, but also easy to fall behind. If you are going to be out of town when a quiz is due, take it early.

Review Responses are one-page, single spaced essays submitted every Thursday or Friday evening (see your syllabus) throughout the semester, **BEGINNING THIS WEEK**, and continuing through the entire semester, even on Spring Break. You can’t respond adequately to these questions without attending class, so it will be difficult to “get ahead” in this area. Consequently, there is a “late submission” window of 48 hours for these responses. Responses submitted in the “late submission” period will be marked down one letter grade. After the 48 hours have passed, the assignment will be closed. Submissions will be on CANVAS, through the “Assignments” tool, and essays should be attached to the submission form as PDFs so they can be read easily. **ASSIGNMENTS THAT ARE NOT SUBMITTED AS PDFs WILL NOT BE ACCEPTED BY CANVAS.** These Response essays should represent your best writing and serve two purposes: first, to ensure that you have noted the most important ideas from the reading and class discussions for the week. Second, you should be careful to show analysis and synthesis of the ideas. Don’t just produce a laundry list of “what I learned this week.” We are also not looking for your “feelings” on the topic, or your personal reactions. We are looking

for thoughtful, careful insight into the topic. Read the questions carefully and respond thoughtfully. Never worry that your response is too long, but be aware that many students (most, really) submit responses that are too brief. Keep writing until you have thoroughly examined the topic.

The Research Projects are two small group projects that will be assigned in class – one in January and one in April. Students will choose their topics and groups, then be given direction about how the research should be presented to the class. A one-page, single-spaced essay detailing the research will be submitted by each student at the time of the class presentation.

The Final Exam will be a take home exam, based on the vocabulary that we acquire through the semester and the major themes and ideas that we discuss. Active participation and keeping up with the reading and writing assignments will prepare you for the Final Exam. The Final Exam will be submitted in our classroom, on paper, during the scheduled Final Exam period.

