**INTS 3320: HISTORY OF INTERDISCIPLINARY IDEAS**

**Spring 2014**

Instructor: Professor David Arditi

Meets Fine Arts 303

Tuesday/Thursday 9:30-10:50am

contact information

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| --- | --- | --- | --- |
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| Office | University Hall Room 514 | WebPage | Course content on Blackboard  |
| Office Hours | Tuesdays and Thursdays 11am-noonand by appointment |  |  |

Description of Course Content

While the concept of “interdisciplinary” research is a mid-Twentieth century phenomenon, interdisciplinary thinking has a much longer theoretical grounding. From the Ancient Greeks through the Enlightenment, thought was not compartmentalized into disciplines. In fact, contemporary disciplines are the result of a process that did not begin until the late nineteenth century. This course will explore how knowledge production went from a holistic process to a bureaucratic factory model and back to a more holistic model. Along the way, students will be exposed to significant thinkers from different time periods.

Student Learning Outcomes for Course

Students will demonstrate the ability to:

* Define interdisciplinarity in relation to academic disciplines.
* Explain the correlation between discipline and knowledge.
* Understand the role that the University plays in ordering knowledge.
* Critically examine the presentation of facts.
* Show awareness of various theoretical threads of thought.

## Textbook and Other Course Materials Requirements

Books for purchase:

* Appelrouth, Scott, and Laura Desfor Edles. 2008. *Classical and Contemporary Sociological Theory: Text and Readings*. 2nd ed. Thousand Oaks, Calif. [u.a.: Pine Forge Press.

Other Readings on Blackboard

Grading Policy

The student’s grade for the course will be earned through demonstrating progressive mastery of the steps of the interdisciplinary research process and related academic skills and practices that will be necessary to pass the capstone course. The grade of “C” that is required to move on to INTS 4391 reflects that the student has demonstrated the minimum skills and abilities needed to pass the capstone course. Individual assignments will be graded according to that standard.

The following scale will be applied to both individual assignments and to the course grade as a whole:

**A= 90-100** points. An “A” reflects consistent excellence in the course, strong initiative, and the student’s commitment to their own learning and success.

**B=80-89** points. A “B” reflects work that is consistently above the minimum.

**C=70-79** points. A “C” reflects minimum proficiency in the main objectives of the course needed to proceed to INTS 4391.

**D=60-69** points. A “D” reflects the fact that a student has not mastered material essential for success in INTS 4391 or has not given the instructor a sufficient basis for judgment because of unexcused failure to complete course work.

**F=<60** points. A failing grade will typically reflect missed assignments, academic honesty violations, and/or a lack of engagement with the course.

Grading rubrics will be made available for each assignment and will be posted in electronic form on the Blackboard page for each assignment. Students should consider the rubrics as guidelines for the expectations of the assignment and be aware that their grade will depend on fulfilling the criteria set forward in the rubric.

The student’s grade for the course will be based on the following:

|  |  |
| --- | --- |
| **Individual** | **Value** |
| Mid-term Exam | 40 |
| Final Exam | 40 |
| Participation | 20 |
| **Total**  | **100** |

**Late Work Policy**

This course moves sequentially to build research skills; work cannot be made up late without compromising the research process. Therefore late work is strongly discouraged:

* All due dates on the syllabus are firm and are defined to the minute.
* **Written Assignments may be turned in up to one day after the due date with an automatic 10 point**. Late assignments reduce your margin for error to pass the course.
* **Exceptions may be made when students present documentation of an unforeseeable, significant, and unavoidable situation that prevented their completion of the assignment on time.**

**The Instructor reserves the right to modify assignments with due notice.**

Attendance Policy

Attendance at class meetings is vital to student success and attendance at every session is the default expectation for the course. This expectation will be backed up with in-class quizzes and assignments that will be given only in class. However, if you prefer to text, chat, email, sleep during class this will negatively impact your participation/attendance grade. Students who miss more than 6 classes will automatically fail the course.

## Drop Policy

**The last Day to Drop is March 28.** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/ses/fao>).

Academic Dishonesty

**Academic Integrity:** students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

Instructors may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents’ Rule* 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

Student Support Services Available:

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

Americans with Disabilities Act

The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

E-Culture Policy

The University of Texas at Arlington has adopted the university email address as an official means of communication with students. Through the use of email, UTA is able to provide students with relevant and timely information, designed to facilitate student success. In particular, important information concerning registration, financial aid, payment of bills, and graduation may be sent to students through email.

Students are responsible for checking their UTA email regularly, and the instructor will not be responsible for missed messages sent to UTA email accounts.

Student Feedback Survey

At the end of each term, students will be asked to complete an online Student Feedback Survey (SFS) about the course and how it was taught. Instructions on how to access the SFS system will be sent directly to students through MavMail approximately 10 days before the end of the term. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback data is required by state law; student participation in the SFS program is voluntary.

Emergency Exit Procedures

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located as discussed in class. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

**COURSE CALENDAR—Spring 2014**

\*Note – Reading assignments should be done by the day that they are listed on the syllabus

1/14 Tuesday

* Why Interdisciplinarity?
* Review of syllabus, course expectations and design

1/16 Thursday

* Michel Foucault – “The Archaeology of Knowledge”
	+ <http://www2.cddc.vt.edu/marxists/reference/subject/philosophy/works/fr/foucaul2.htm>

1/21 Tuesday

* Plato
	+ Cave allegory from the *Republic* - Blackboard

1/23 Thursday

* Antonio Gramsci – “The Organization of Education and of Culture” (Cultural Studies Reader) – Blackboard

1/28 Tuesday

* Raymond Williams – “Ideas of Nature” (Cultural Studies Reader) – Blackboard

1/30 Thursday

* Introduction to Sociological Theory Reader
	+ Chapter 1 p.1-18

2/4 Tuesday

* Karl Marx
	+ Background info about Marx (p.20-31)

2/6 Thursday

* Karl Marx
	+ Introduction to The German Ideology (p.32-34)
	+ The German Ideology (p.34-41)

2/11 Tuesday

* Karl Marx
	+ Introduction to Economic and Philosophic Manuscripts of 1844 (p.41-42)
	+ Economic and Philosophic Manuscripts of 1844 (p.42-50)

2/13 Thursday

* Karl Marx
	+ Introduction to Capital (p.63-67)
	+ Capital (p.67-76)

2/18 Tuesday

* Max Weber
	+ Background information about Weber (p.125-137)

2/20 Thursday – NO Class

* Discussion Board
* Max Weber
	+ Introduction to The Protestant Ethic and the Spirit of Capitalism (137-140)
	+ Introduction to “The Types of Legitimate Domination” (p.168-169)
	+ “The Types of Legitimate Domination” (p.170-175)

2/25 Tuesday

* Max Weber
	+ Introduction to “Bureaucracy” (p.175-176)
	+ “Bureaucracy” (p.177-183)
	+ “The Meaning of Discipline” (Blackboard)

2/27 Thursday

* W.E.B. DuBois
	+ Background Information about DuBois (p.256-268)
	+ Intro to The Souls of Black Folk (268-271)

3/4 Tuesday

* W.E.B. DuBois
	+ The Souls of Black Folk (p.271-284)
	+ Intro to and “The Souls of White Folk” (285-288)

3/6 Thursday

* Midterm Exam

**SPRING BREAK March 10-14**

3/18 Tuesday

* Critical Theory
	+ Background information (p.375-394)

3/20 Thursday

* Critical Theory
	+ Horkheimer – “Eclipse of Reason” (p.394-399)

3/25 Tuesday

* Critical Theory
	+ Adorno – “The Culture Industry Reconsidered” (p.400-404)

3/27 Thursday

* Critical Theory
	+ Marcuse – One Dimensional Man (p.404-412)

4/1 Tuesday

* Poststructural and Postmodern Theories (p.607-621)

4/2 Thursday

* Foucault
	+ Intro and From *Discipline and Punish* (p.622-635)

4/8 Tuesday

* Critical Race Theory
	+ Henry Louis Gates – “The Signifying Monkey” – Blackboard

4/10 Thursday

* Feminist and Gender Theories
	+ Patricia Hill Collins (p.573-576)
	+ Black Feminist Thought (p.577-586)

4/15 Tuesday

* Feminist and Gender Theories
	+ Judith Butler (p.598-601)
	+ “Subjects of Sex/Gender/Desire” (p.601-605)

4/17 Thursday

* Edward Said
	+ Introduction (p.790-801)
	+ Orientalism (p.801-811)

4/22 Tuesday

* Postcolonial Studies
	+ Gayatri Spivak – “Can the Subaltern Speak?” – Blackboard

4/24 Thursday

* Thinking Critically
	+ Stuart Hall – “Encoding, Decoding,” Blackboard

4/29 Tuesday

* Description
	+ Clifford Geertz – “Thick Description,” Blackboard

5/1 Thursday

* Last Day of Class
	+ Review

**Thursday May 8 from 8-10:30am – Final Exam**