


UNIVERSIDAD SAN FRANCISCO DE QUITO
SCHOOL: CIENCIAS SOCIALES Y HUMANIDADES
Semester: 202020 – Segundo Semestre 2020/2021
Schedule: MJ 14:30 - 15:50 (Aula- COVID 19 Virtual Presencial)

INSTRUCTOR/TEACHER INFORMATION:

Professor: Scott Thomas Gibson
Email stgibson@usfq.edu.ec
Office: Virtual office via Zoom
Office hours: LI 16:00 – 17:20 or by appointment



Due to the coronavirus pandemic, class will be held in a "virtual presencial" format using Zoom video conferencing this semester.

COURSE INFORMATION:

COURSE: ARL-2001E - THE SELF AND THE COSMOS

NRC: 2938

Credits: 3

Pre-requisites: Verify pre-requisites in Banner academic system.

Co-requisites: The course doesn't have Co-requisites

COURSE DESCRIPTION:

This course is a Socratic seminar that promotes active learning, which is the foundation of our philosophy of Liberal Arts. Students will systematically explore and evaluate ideas, problems, and values from both their own and shared world-views through discussion and reflection upon historical, artistic, and scientific expressions of prominent Western thought. The main objectives are to understand the society in which we live through interdisciplinary knowledge, stimulate critical thinking and reflective capacity, and promote the intellectual autonomy of students.

The Socratic path of study travels begins with basic questions about Western civilization and its historical and cultural evolution and strives toward connections with the realities of the 21st century. We examine the foundations of thought and reality, entering dialogue with authors and texts that allow us to generate a rich and diverse common language, typical of the Liberal Arts, which marks the heart of every Dragon.

COURSE LEARNING OUTCOMES:

Learning Outcomes
1. Interpret the values and dynamics of Western civilization and analyze the sources of these cultural processes.
2. Categorize and discern the factors and processes that generate current pressing issues.
3. Develop critical thinking through doubt and the search for truth in everyday events.
4. Identify the ideas of thinking, facts, and events from the past that help explain the present.
5. Evaluate present-day society from different points of view and with an interdisciplinary character to generate pathways for understanding and transforming current realities.

COURSE CONTENTS:

1. Introduction to the Liberal Arts
2. How do we know what we know? Concepts of truth and reality
3. Relationship between individuals, societies, and collectives
4. Morality and ethics
5. Philosophies of governance
6. Thought, language, and consciousness
7. What makes us human?
8. Academic writing methods
9. Strategies of supporting arguments: summary, paraphrase, quotation
10. Contemporary relevance of Liberal Arts and philosophical traditions of the west.

METHODOLOGY FOR THE INTEGRATION OF THEORETICAL AND PRACTICAL

CONTENTS: The teaching methodology used in all courses at USFQ follows the liberal arts philosophy: encourage dialogue and enable learning through opportunities to exchange ideas among teachers and students. It is expected that all the theoretical content courses explore potential applications to professional practice and work contexts through the integration of diverse activities and simulations that foster the contextualized understanding of concepts using reality and professional practice as frames of reference.

ASSESSMENT:

Type	General Description	% of final grade
Discussion Forums	Weekly postings of thread and responses, using the assigned readings as support and context.	25
Breakout Groups	Active participation in weekly small group sessions, in which we debate the material.	25
Video Reflections	Weekly video recordings of 90 – 120 second in which students reflects on their learning experiences.	25
Analysis Essays	Students will apply philosophical principles explored in the class to two literary works, one at midterms and the other at the end of the semester.	25

Description of Assessment Categories

Discussion Forums (7 total): you will participate in discussion forums during the semester. The initial thread should respond to the prompt provided, with the goal of assessing current values and ideas before starting the week’s lesson. Then, each student should respond to at one of their classmate’s initial posts, citing the required readings from the week to provide philosophical depth to their response and demonstrate understanding of the readings.

Breakout Groups (7 total): after reading and exploring ideas in the discussion forum, small groups will be held in which student engage in Socratic debate. Students will be expected to analyze the texts, evaluate their arguments, and respond to their classmates’ ideas about the week’s theme. The professor serves as a facilitator, but the small group sessions are meant to be student-centered.

Video Reflections (7 total): at the end of module, students will post a brief video reflecting on their learning experience. Videos should be concise yet insightful explorations of ideas, problems, or questions that have emerged during the week, and how they have informed the students' own thinking.

Analysis Essays: (2 @ 10% each): students will write two thesis-driven analytic essays that aim to interpret a literary text through philosophical perspectives on subjects explored in class.

LIBRARY BIBLIOGRAPHY:

Adler, Mortimer. *The Great Ideas: A Syntopticon of Great Books of the Western World*. Encyclopedia Britannica, 1986.

COURSE BIBLIOGRAPHY:

PDFs of assigned readings are available on D2L. The majority come from: Jacobus, Lee. *A World of Ideas*, 9th ed. Bedford, St. Martin's, 2013.

POLICIES:


All students taking courses at USFQ must follow the rules for ethics of learning, research, and behavior detailed in the [USFQ's Code of Honor and Coexistence](#). All courses should follow the policies stated in USFQ's [Manual del Estudiante](#)

ZOOM meeting decorum:

1. Log in a few minutes before class is scheduled. We will begin exactly at the start of the scheduled meeting time.
2. Active participation during the Group Sessions is required. While I understand that internet connections may be unstable, your video and microphone should be on whenever possible. In the event that your connection is unstable, then you should contribute through chat, but this should be only in rare instances, as necessary.
3. It goes without saying, but videoconferencing is both distant and intimate: we are physically separated, while also being invited into each other's home. Of course, you should feel comfortable, but please be aware of your surroundings and their potential impact on the class. I recommend that you maintain a degree of professionalism in your setting and self-presentation; it's good practice for the real world after college. On the other hand, if you want to attend class in your pajamas, whatever... who are we to judge? BUT: anything that proves disruptive to the class will lead to removal from the session and a 0 in participation for the day.

Small Breakout Groups: You are responsible for attending your group sessions. You may not attend another group, except when you anticipate a conflict and arrange to attend a different session ahead of time, with my approval.

Late Work: Only the essays may be submitted late up to one week after the due date but will be assessed with a 10% grade reduction.

 Discussion forums, video reflections, etc may not be submitted late and will receive a 0 if submitted after the deadline.















Submission: All assignments must be uploaded to D2L in the appropriate Dropbox folder or forum, etc. Work not submitted in the appropriate spot (or emailed, etc) will not be considered and will receive 0 credit. *IF YOU HAVE TECHNICAL PROBLEMS, NOTIFY ME BEFORE THE ASSIGNMENT IS DUE.* Do not expect to receive credit for work emailed to me after the deadline.
















Plagiarism: I hold my students to very high professional standards. As such, plagiarism in any form, whether accidental or intentional, will not be tolerated. If a student commits plagiarism, the following actions shall be taken:




Description	Actions Taken
CARELESS CITATIONS: Plagiarism resulting from careless documentation methods, such as misplaced citations, inadequate signal phrases, or poor summary, paraphrase, or quotation techniques. In these cases, a student tried to cite the source, but the citations are poorly executed.	The assignment may be resubmitted within 48 hrs with a 20% grade penalty. No <i>Denuncia</i> .
COPIED MATERIAL (SMALL PARTS OF ESSAY): Plagiarism in which any material, even a few sentences, was copied or improperly paraphrased without any clear attempt to cite the source. In these cases, no clear attempts at citations were made.	A <i>Denuncia</i> is filed with the Dean of students.
COPIED MATERIAL OR DISHONESTY (LARGER SECTIONS OR ENTIRETY): Plagiarism in which a student submits an essay, in whole or part, that 1) was not originally written for this class, 2) written by someone else, 3) taken from a website or other source, or 4) was purchased. "Large" sections include a paragraph or more in any part of the essay.	Penalty in the course will range from a reduced grade (20% minimum) to failing the course.
SECOND OFFENSE: Repeated offenses of plagiarism in any form, no matter how severe.	A <i>Denuncia</i> is filed with the Dean of Students, and the student fails the entire course.

Prolonged Illness or Extraordinary Circumstances: If you experience a prolonged illness or emergency that prevents you from abiding by the rules of this course (or any other course), then you should immediately seek guidance from the Dean of Students, Nathan Digby at ndigby@usfq.edu.ec. Otherwise, I do not make exceptions to the above policies or accept doctor's notes or other forms of excuses.

SCHEDULE OF ACTIVITIES:

		TUESDAY	THURSDAY	FRIDAY
THE LIBERAL ARTS 	JAN 18 – JAN 22  Zoom class meeting <i>Introduction</i>	 Zoom class meeting <ul style="list-style-type: none"> What are the “Liberal Arts?” Trivium and Quadrivium 		
	JAN 25 – JAN 29  Zoom class meeting <ul style="list-style-type: none"> Cicero, <i>De Oratore</i> Book 1 	Write Discussion Forum POST before 2:30 pm  Zoom class meeting <ul style="list-style-type: none"> Hsun Tzu, “Encouraging Learning” Paolo Freire, “The Banking Concept of Education” 	Post video reflection by 5 pm.	
TRUTH AND REALITY 	FEB 1 – FEB 5 Write Discussion Forum POST before 2:30 pm  Zoom class meeting	Read. Think. Repeat. <ul style="list-style-type: none"> Plato, “The Allegory of the Cave” William James, “Pragmatism’s Conception of Truth” (Lecture VI) 		
	FEB 8 – FEB 12 Write Discussion Forum RESPONSE before 2:30 pm  Zoom small groups	 Zoom small groups	Post video reflection by 5 pm.	
THE INDIVIDUAL AND SOCIETY 	FEB 15 – FEB 19 NO CLASS – VACACIONES DE CARNAVAL	Write Discussion Forum POST before 2:30 pm  Zoom class meeting		
	FEB 22 – FEB 26 Write Discussion Forum RESPONSE before 2:30 pm <ul style="list-style-type: none"> Jean Jacques Rousseau, “On Civil Society” Gloria Anzaldúa, “Mestiza Consciousness” 	 Zoom small groups	Post video reflection by 5 pm.	
MORALITY AND ETHICS 	MAR 1 – MAR 5 Write Discussion Forum POST before 2:30 pm  Zoom class meeting	Read. Think. Repeat. <ul style="list-style-type: none"> St. Matthew, “The Sermon on the Mount” Fredrich Nietzsche, “Morality as Anti-Nature” 		

	MAR 8 – MAR 12	RECESO ACADÉMICO MEDIO SEMESTRE	RECESO ACADÉMICO MEDIO SEMESTRE	
	MAR 15 – MAR 19	Write Discussion Forum RESPONSE before 2:30 pm  Zoom small groups	 Zoom small groups	Post video reflection by 5 pm.
ANALYSIS 1	MAR 22 – MAR 26	Read: Shirley Jackson, “The Lottery”  Zoom class meeting	 Zoom class meeting	ANALYSIS 1 DUE BY 5 pm
POWER AND PROTEST 	MAR 29 – APR 2	Write Discussion Forum POST before 2:30 pm  Zoom class meeting	Read. Think. Repeat. <ul style="list-style-type: none"> Niccolò Machiavelli, “Qualities of a Prince” Henry David Thoreau, “Civil Disobedience” 	
	APR 5 – APR 9	Write Discussion Forum RESPONSE before 2:30 pm  Zoom small groups	 Zoom small groups	Post video reflection by 5 pm.
BOYS AND GIRLS 	APR 12 – APR 16	Write Discussion Forum POST before 2:30 pm  Zoom class meeting	Read. Think. Repeat. <ul style="list-style-type: none"> Margaret Mead, “Sex and Temperament” Judith Butler, “Gender Trouble” 	
	APR 19 – APR 23	Write Discussion Forum RESPONSE before 2:30 pm  Zoom small groups	 Zoom small groups	Post video reflection by 5 pm.
WHAT MAKES US HUMAN? 	APR 26 – APR 30	Write Discussion Forum POST before 2:30 pm  Zoom class meeting	Read. Think. Repeat. <ul style="list-style-type: none"> Donna Haraway, “A Manifesto for Cyborgs” Brookings Institute, “Our Cyborg Future” 	
	MAY 3 – MAY 7	VACATION	Write Discussion Forum RESPONSE before 2:30 pm  Zoom class meeting	Post video reflection by 5 pm.

<p>ANALYSIS 2:</p> 	<p>MAY 10 – MAY 14</p>	<p>Watch <i>Her</i> (2013 film)  Zoom class meeting</p>	<p> Optional small group / individual meetings to workshop final essays.</p>	<p>ANALYSIS 2 WILL BE DUE AT THE FINAL EXAM PERIOD TBA</p>
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This syllabus was reviewed and approved by the coordination of the respective academic area or department. All sections of this course must follow this syllabus. Any changes or adjustments to this syllabus must be approved by the coordinator responsible for this academic area or department and must be reflected in the Curricular Design system.'

***During the sanitary emergency the learning process for this course has been designed to integrate technological, telematic tools and alternative methodologies to facilitate virtual synchronous learning. All the learning activities aim to guarantee the accomplishment of the academic plans for undergraduate and graduate programs and sustain the students' continuous learning; to protect the physical integrity of students, preserving educational quality and academic rigor and to respect the right to work, to preserve the personal health of faculty, administrative and support staff.**