

LIBERAL EDUCATION 1000 A KNOWLEDGE & LIBERAL EDUCATION

The University of Lethbridge sits in the heart of traditional Siksikaitapii (Sik-si-gay-ts-i-da-bee) territory that encompasses land from the Saskatchewan River in the north to the Yellowstone River in the south, east to the Sand Hills and west to the Rocky Mountains. The University of Lethbridge acknowledges, recognizes, and deeply appreciates the Siksikaitapii people's connection to the land, Kitaowahhsinnoon (Gee-toch-si-noon)- What Feeds Us. We acknowledge that we, as people living and benefiting on and from these lands, must respect the laws, protocols, and traditional knowledge of those who have cared for this land since time immemorial. It is our duty to continue learning how to honour this responsibility and relationship. We also recognize the diverse population of Indigenous people who attend the University of Lethbridge and the contributions that Indigenous people make in shaping and strengthening this community, past, present, and future.

INSTRUCTOR

Brendan Cummins brendan.cummins@uleth.ca 403-332-5281

Office Hours: A812H and on Zoom (link on Moodle)

Tuesday and Thursday 12:00-2:00 pm, Wednesday 1:00-3:00

CLASSROOM COVID POLICY

The University of Lethbridge has instituted a mandatory mask policy in all indoor spaces where social distancing is not possible or feasible and mandatory rapid testing for those who have not been fully vaccinated, choose to not be vaccinated, or choose to not share their vaccination status. Individuals with legitimate medical or other protected reasons for not being vaccinated or tested can request accommodation. For up-to-date information on where you can receive a COVID vaccine, where to be tested, and all campus COVID related information please refer to the emails from the Return to Campus group, <https://www.ulethbridge.ca/covid-19>, or <https://www.alberta.ca/coronavirus-info-for-albertans.aspx>.

It has been an extraordinary year and a half. We have worked hard to get to where we can share space and interact again in the real world. The measures implemented by the University of Lethbridge are not difficult to follow. When we cannot distance in the classroom, when we do group work, when we enter and exit the classroom, **please wear a mask**. It's not a lot to ask for relatively small moments of your life.

If you are uncertain about receiving a vaccine and want to talk with me about that, I would be happy to have that conversation. I can also tell you about how I made my decision to be vaccinated if it would be beneficial to you to hear it.

Be kind. I'll be happy to discuss and address your concerns *outside of class time*. But I ask that you put aside any disagreement with these policies or how these policies are being enforced during the time we spend together in the classroom; you, me, and your colleagues. It's a small thing to ask to ensure a safe and welcoming learning environment.

COURSE FORMAT

For more information see the course schedule section (pg. 7) of this outline. **There will be Zoom options for those who may have to isolate or are otherwise unable to attend.**

Lectures: Tuesday and Thursday 9:00-9:50	C674
Labs: Monday 9:00-9:50	C620
11:00-11:50	C630
1:00-1:50	D632
Tutorials: Friday 9:00-9:50	TBD

COURSE READING MATERIALS

Required Text: Kimmerer, Robin Wall. *Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants*. Minneapolis: Milkweed Editions, 2013.

A free electronic edition of this book is available through the University of Lethbridge library.

There will also be required reading posted on Moodle. Please check the class schedule and Moodle for when you should be reading those materials.

LIB ED LIST REQUIREMENT CREDIT

Students who complete BOTH Liberal Education 1000 and LBED 2000 or LBSC 2000 may reduce the Liberal Education List Requirement by one course from each of the three lists.

WHAT IS LIBERAL EDUCATION 1000?

The theme or question that runs through Liberal Education 1000 is knowledge. What is knowledge? How do we produce it, judge it, use it? How is knowledge used to shape public policy and our society? Is knowledge the same in the sciences, social sciences, humanities, and the arts? We will use the principles of a liberal education to explore the broad concept of knowledge with rationality, careful skepticism, toleration, and equality. We will examine how knowledge is created and shared across disciplines and how it shapes our interactions with each other and the world around us.

This course is structured into lecture classes, tutorials, and labs. The lectures are introductory, multidisciplinary, and critical examinations of knowledge, with broad integration of examples from sciences, social sciences, humanities, and fine arts. The labs will help develop practical skills in reading, writing, and critical thinking that will help you succeed in all in your classes. In the tutorials you will critically explore the course topics and themes with your colleagues led by peer tutors who have experience with liberal education at the U of L.

This course will challenge you to communicate and engage with the themes, topics, and ideas three ways: reading, writing, and speaking. The assignments will help develop your critical, analytic, and synthetic thinking. The class discussions and tutorials will help develop your oral communication skills. All the work in this course will help improve your ability to read, write, and communicate effectively.

WHAT IS LIBERAL EDUCATION?

The foundational philosophy of the U of L is based on Liberal Education; an education that “liberates” the mind from assumptions, dogma, stereotypes, and artificial boundaries. Our four-pillar model starts with breadth across disciplines, so that students are exposed to multiple ways of viewing and analyzing the world around them. Next, we aim for connection and integration of ideas and approaches across disciplines. Like all disciplines, we develop critical thinking skills: how to ask good questions, unpack assumptions, collect data and evidence, reason carefully, and formulate and communicate conclusions and decisions. Lastly, all of this is intended to produce good citizens; people who can actively engage in their communities, at all levels from the local to the global, and work to make the world better. More information on this model, and lots of additional resources, are available on the U of L School of Liberal Education website, at uleth.ca/liberal-education.

EVALUATION

To realize the promise of this course, you are responsible for your own learning. You’re encouraged to attend and actively participate in the classes and activities. **All assignments are to be submitted through the Moodle assignment drop boxes. All written assignments must be submitted as either a PDF or Word document.**

Tutorial attendance and participation. 10%

See pages 9-11 for details on grading.

Skills Lab Attendance and Participation 6%

See page 7 for details.

Library lab attendance, participation, and assignments 8%

See schedule for dates of the four Library Labs.

Critical Responses 36%

Science, Social Science, and Humanities worth 12% each.

Due Oct. 12, Nov. 2, Nov. 25

Essays 40%

Why Am I Here-5%

Due Sept. 16

Knowledge Across Disciplines-35%

Due December 13

LETTER GRADE CUTOFFS:

A+ 95-100 B+ 79-84.9 C+ 67-69.9 D+ 56-59.9

A 90-94.9 B 74-78.9 C 63-66.9 D 50-55.9

A- 85-89.9 B- 70-73.9 C- 60-62.9 F Below 50

CLASS EMAIL LIST

Your instructor will use the class email list frequently to communicate with you, so make sure you check your ULeth email account regularly!

ONLINE MATERIAL

All course material generated specifically and uniquely by the instructor or the participants in this class, for example recorded or links to recorded discussion material, discussion forum posts, or chat room threads, are solely for the use of the participants in this class. None of this material is to be shared or disseminated without the express consent of the instructor and the participants. Recorded lecture material, on Moodle or on Zoom, is the intellectual property of the instructor. It may not be used, shared, or disseminated for any purpose other than engaging in this course.

MOODLE GRADE POSTING POLICY:

Your grade for each graded component of the course will be posted on Moodle as soon as possible. The grade on Moodle reflects your work in the course but will not be your final grade. The instructor, at their discretion, may adjust the Moodle grade before submitting a final grade.

PLAGIARISM POLICIES

Plagiarism, representing the words or ideas of someone else as your own, is a serious academic offence.

If you are found to have plagiarized or cheated in any way on an assignment in this course, you will earn an automatic 0% on that assignment. If you plagiarize or cheat again you will receive an F in the course. A letter will be sent to the Dean of Arts and Science that will be included in your file in the Office of the Registrar. Further disciplinary action may also be taken.

It is your responsibility to familiarize yourself with these academic responsibilities and regulations. Read the University Calendar *Student Discipline Policy*. (pg. 62, 2021-2022 Academic Calendar) for this and other academic disciplinary issues (cheating, duplication, confidentiality, and misrepresentation). The full policy is also available here:

<https://www.uleth.ca/policy/resources/student-discipline-policy-academic-offences-undergraduate-students>

For more information on plagiarism and citation methods see the University Library website

Every effort will be made to adhere to the contents of this outline, however there may be changes in scheduling, assignment structure, and/or reading material. Students will be given ample notice of any changes to this outline

EVALUATION

Labs and lab exercises

The labs will focus on developing your studying, reading, writing, research, and analysis skills. Six of these labs will be taught by the principal instructor. There will be some short activities or exercises done in these labs as well as discussions that will help inform your critical responses and essays. The final lab will bring together some of the course themes and help develop ideas and plans for the final paper. Attendance at each of these labs will count for 1% of your grade up to 6%.

The middle 4 labs on information-gathering skills will be run by School of Liberal Education's subject librarian Nicole Eva. Attendance **and** completion of lab assignments for these labs will count for 2% per lab, for a total of 8% of your final grade. See Schedule for Library Lab dates.

Assignment Instructions

Written assignments should be double-spaced, with no extra spaces between paragraphs, using standard 1" (2.5 cm) margins and a standard 12 pt. font. All written submissions must be in either PDF or Word documents.

Why Am I Here?

5% (1-2 pages)

Due Sept. 16

This is a short, descriptive essay about why you came to university. Write about your motivations, why you chose your major or program, and what you hope to get out of your experience both overall and in this course. This is an opportunity to introduce yourself to your instructor as well as start to think about the overall theme of this course. If we are going to talk about knowledge, what sort of knowledge are you hoping to gain from your time here at the University of Lethbridge?

Critical Responses on the Disciplines

36% (2-3 pages)

Science due Oct. 12, Social Science due Nov. 2, Humanities due Nov. 25

In these assignments you will critically analyze how knowledge is created, shared, and valued in the sciences, social sciences, and the humanities. Consider the examples and case studies, the readings for each section, and the class discussions about the topics. Don't just summarize the lectures. Engage in the challenges discussed in each section and build an argument about the strengths or weaknesses of each. When building your argument use "I" statements, this is **your** thoughtful consideration and analysis of the disciplines, not your instructor's.

Final Assignment-Knowledge Across Disciplines 35%

Due Dec. 13

Your job in this paper is to collaborate with three or four of your colleagues to describe and illustrate a topic or theme from *Braiding Sweetgrass* using the four disciplinary areas we have examined in this course. You should be able to tie the topic or theme to our broader discussions about how knowledge is created, used, and shared in the world around us. A collaborative essay is a piece of academic work that has more than one author. This is a common concept in academia where you will see papers or publications that have multiple authors.

Final Assignment-continued

The groups will be chosen by the instructor based on your selections early in the course. Each group member will focus on one of the disciplines with the introduction and conclusion written together. Each section will consider one of the disciplines (science, social science, humanities, or fine arts) and highlight how the book illustrates the discipline and the connection to the world we live in. Each section must clearly and coherently reflect and integrate the work from the other parts, connecting disciplines to help illustrate the discussion. This is meant to indicate how academic disciplines work together to inform and enrich our learning in a liberal education environment.

There is no singular group mark; each section will be graded independently. This means that each section will be assessed on its own quality of writing and evidence. However, each piece will also be assessed on how well it integrates and connects with the other pieces. Individual sections must clearly and explicitly recognize and incorporate the analysis from the other sections. This does not mean they all have to have the same point of view; it simply means that you must be aware of what your colleagues have done and use it to build your own argument.

The format for this assignment is somewhat open. It could be a formal paper, an edited video, or an oral audio submission. More details will be provided in class and throughout the semester on formatting, ideas to work with, and how to put it all together.

LATE POLICIES

Late assignments during the semester will be docked 5% the first day after the designated assignment dropbox closes, an additional 1% for every day after up to one week. After one week the assignment earns an automatic 0. Any assignment can be handed in early at any time.

The final assignment will only be accepted up to three days after the drop box closes. It will be docked 5% for every day for all three days up to 15%. After three (3) days the final paper will be given a 0

COURSE SCHEDULE

Lecture slides are posted on Moodle. The recorded lectures only provide a portion of the material for the course. It is important to try and attend lecture classes to understand context and connections, ask questions about the material, and discuss the information in the lectures. You will be required to attend tutorials and labs and engage in these sessions as there are attendance and participation marks connected.

Week 1

Sept. 9- Course Introduction

No labs or tutorial.

Week 2

Lectures: Sept. 14- What is a Liberal Education? Sept. 16- Development of LibEd

Read Wismath, Nussbaum, Bruffee, by Sept. 14

Why Am I Here? due-Sept. 16

Labs: Sept 13- Sharing Ideas

Tutorial: Sept. 17

Week 3

Lectures: Sept. 21- Intro to Science, Sept. 23- Theories and Paradigms

Read Scott by Sept. 21

Labs: Sept. 20- Writing

Tutorial: Sept. 24

Week 4

Lectures: Sept. 28- Atomic Theory, Sept. 30-**National Day for Truth & Reconciliation No Class**

Labs: Sept. 27- Reading

Tutorial: Oct. 1-**UPDATE: NOT OPTIONAL**

Week 5

Lectures: Oct. 5- The Price of Discovery, Oct. 7- Science Conclusions

Labs: Oct. 4- Critical Thinking

Tutorial: Oct. 8

Week 6

Lecture: Oct. 12- Intro to Social Science, Oct. 14- Social Science Thinkers

Read J.S. Mill "On Liberty" by Oct. 14

Science Critical Response Oct. 12

Labs: Oct.11-**Thanksgiving No Labs**

Tutorial: Oct. 15

Week 7

Lecture: Oct. 19- Evidence and Experience, Oct. 21- Guest Lecture

Labs: Oct. 18- Library Labs-L950

Tutorial: Oct. 22

Week 8

Lecture: Oct. 26- Social Science Conclusions, Oct. 28- Intro to Humanities

Labs: Oct. 25- Library Labs-L950

Tutorial: Oct. 29

Week 9

Lecture: Nov. 2- Ideas and Meaning, Nov. 4- Guest Lecture

Social Science Critical Response due Nov. 2

Labs: Nov. 1- Library Labs-L950

Tutorial: Nov. 5

Fall Reading Break November 8-12. No Classes

Week 10

Lectures: Nov. 16- Interpreting Voices, Nov. 18- Humanities Conclusions

Read excerpt from Tom King, "Borders" by Nov. 16

Labs: Nov. 15- Library Labs -L950

Tutorial: Nov. 19

Week 11

Lectures: Nov. 23- Intro to Fine Art, Nov. 25- Artist and Consumer

Humanities Critical Response due Nov. 25

Labs: Nov. 22- Final Assignment

Tutorial-Nov. 26

Week 12

Lectures: Nov. 30- Fine Arts Conclusion, Dec. 2- Liberating Education

Labs: Nov. 29- Final Assignment

Tutorial: Dec. 3

Dec. 7-Last Class Optional , Final Assignment workshop

Final Assignment-Knowledge Across Disciplines due December 13

INFORMATION ON FRIDAY TUTORIALS

Tutorials are a time and a place for you to explore more deeply the consequences and implications of the ideas that have been presented in class and in the readings. They are an opportunity for you to debate and discuss ideas with your fellow students, rather than just listening to your professor's lecture. Participation is the main requirement of the tutorial session. Part of this involves preparation; you will need to do the required readings before coming to the class and the tutorial. Another part involves actively contributing to the discussion through active listening as well as active communication. Concentrated focus on the topic makes for a good tutorial. This requires careful and sensitive attention to what others are saying as well as your own reasoned and focused contributions to the discussion. Aim for quality participation, not just quantity! Obviously, if you're going to participate, you'll have to attend. Therefore, attendance will be a factor in determining your tutorial mark. In other words, poor attendance will lower your potential marks; but just attending without participating will NOT get you full marks.

THE TUTORS

Your tutors are the guides and facilitators of your dialogues. They are not lecturers or experts, but students like you. Their job is to help create a context where you all can dig deeper into the arguments, assumptions, and implications of the readings and lectures. As students who have traveled further along the path of a liberal education, they can help you along the way by offering guidance, suggestions, criticisms, and evaluations of your efforts.

Tutors are facilitators not instructors. Don't expect tutors to teach you or to be experts. Like you, tutors will understand the basic subject material, the underlying premises and the arguments around the topic, and struggle with the unresolved, and sometimes unresolvable, issues inherent in the subject. They are willing to be challenged by the lectures and by you, to be open to new ideas, and to be open to new interpretations that may vary from their own.

The tutors' job is to create and guarantee space and time for fair and equitable discussion. They will try to draw out the shy and self-conscious student as well as work to keep some check on the insistent or boisterous student. They will work to ensure that everyone's contributions are heard and respected, and that the atmosphere in the discussions is comfortable for everyone.

They can also be mentors. They've been where you are. They know some of the tricks and shortcuts that will help you become an excellent student at the University of Lethbridge. Tutors can offer good advice! A tutor's job is also to evaluate your learning since they are best positioned to see your growth and development as a student. They will assign your grade for the Tutorial portion of the course and will help your instructors with grading of your written work. They will do this under the supervision of the course instructor.

TUTORIAL GUIDELINES

Below are some of the things your tutors will be looking for as they evaluate your participation in the tutorials:

Source Material:

- Evidence that you have read and thought about material from class and assigned readings.
- Discussion which identifies and addresses the main argument.
- Discussion which explores and evaluates underlying assumptions the author makes.

Discussion:

- Discussion is focused on a question, issue, or problem, not meandering.
- There is a sense of direction to the discussion
- Everyone is contributing to analyzing and exploring the main topic.
- Opinions (both the author's and your own) are subjected to critical analysis
- Personal experience can be used in support, but it needs to be supported by evidence.

Speaking:

- Speak clearly and with enough volume so that everyone can understand you.
- Everyone should feel they have a chance to participate.
- No one should be interrupted when they are speaking.
- Everyone's views need to be respected.

Listening:

- Listen to the speaker.
- Indicate how your comments build on or relate to earlier speakers' contributions.

Group Culture:

- No one voice should dominate the discussion.
- Everyone must feel welcome and comfortable to make their points, even though some points may make you uncomfortable.
- Quantity does not make for good discussion; quality does.
- Confident and outgoing people should leave room for the quieter and shyer.
- Quiet and shy people should make their voices heard: your thoughts are valuable too!

NOTE: Some people find it hard to contribute orally in class or tutorial, or to think up good comments on the spot. If you find you are unable to participate much in the tutorial discussion, you also have the option to improve your participation grade by using email or postings to contribute your thoughts. Email your tutor with your contributions, by the end of Friday, with the subject line Tutorial Contributions!

GENERAL CRITERIA FOR EVALUATION OF TUTORIAL PARTICIPATION

Tutorial participation involves essentially two dimensions: preparation and active participation. Both are contingent on attendance; you can't get participation marks if you are not there. The following general guidelines are used to assess participation.

D-F: no effort made to participate, sporadic attendance (or attends regularly but doesn't say anything), no public evidence of preparing the material or incorporating course material into participation; regular unexplained absences from tutorial.

C range: satisfies the basic minimum requirement for participation; speaks from time to time, offers opinions from time to time; occasionally refers to a reading or to a comment made by someone else; occasionally offers a question for discussion; infrequent unexplained absences.

B range: no unexplained absences; in addition to satisfying the basic minimum requirement, there is some evidence of having thought about the material beforehand; input moves beyond opinion and attempts critical analysis; frequent participation (i.e. more than once or twice per session); is "present" in the discussion and does more than simply toss a viewpoint into the "ring" occasionally; attempts dialogue rather than monologue; does not complacently allow other students to do the work for them in class discussions; evidence of listening carefully and accounting for the views of others; evidence of questioning one's own views.

A range: same as for "B" range above. In addition, regularly raising questions for class discussion, routinely trying to assist other students to clarify their arguments; evidence of thoughtful preparation of class materials; attends to the dialogue of the discussions; evidence of intellectual "presence"; regularly taking risks by asking difficult questions; occasional attempts at synthesis; knowing when to engage in "active" silence. An "A+" is all the above, but with sensitivity, timeliness, class, some eloquence and a focus on critical analysis.