

**IDS 1015G/2115G Interdisciplinary Perspectives:
*Living in a Fractured World***

Uncertainty about future jobs, concern for the environment, a growing mental health crisis, recognition of widespread unfairness and discrimination, and distrust of business and political leaders are at an all-time high. Youth are concerned and stressed about the future – about *their* future. How do we not only survive, but thrive in such a world?

Classes: Mondays 4:30 – 5:30, MSJ 303
Wednesdays 3:30 – 5:30, MSJ 303

Instructor: Dr. John Mitchell
Office MSJ 123
jbmitche@uwo.ca
Extension 28116

Office Hours: Mondays, 3:00 – 4:00
Wednesdays 9:00 – 10:00
and by appointment.

OWL: There is no textbook for this course. Readings and links to readings and other resources will be posted on the course OWL site. The course OWL site will be used for posting resources, communicating marks, communication about course matters, and other activities. It is important that you check the course OWL site on a regular basis.

LEARNING OUTCOMES

At the end of this course students will be able to:

Articulate the value of the Brescia Competencies and how they relate to course content and personal goals;

Use different means (written, oral, creative) to effectively communicate their ideas (Communication);

Recognize that clear communication needs to be supported by meaningful evidence, and that organization, language, and format can change depending on the audience or medium (Communication);

Deal with complex research by breaking complex questions into simpler ones and finding appropriate resources (Inquiry and Analysis);

Draw reasonable conclusions based on analysis and interpretation of information (Inquiry and Analysis);

Identify different types of sources, how they are used, organized, and accessed, and how to give credit to the work of others (Inquiry and Analysis);

Find relevant and credible sources to use as evidence. (Inquiry and Analysis);

Identify their values and articulate how these influences their perspectives (Self Awareness and Development, Valuing);

Work effectively in groups of individuals with different perspectives, talents and backgrounds (Social Awareness and Engagement);

Demonstrates surface understanding of, and interest in, different cultures and social issues, although receptive to interactions with diverse others. Begins to identify knowledge relevant to social justice (Social Awareness and Engagement);

Apply ethical/spiritual issues to various concepts and contexts, starting to identify assumptions and objections to those values (Valuing).

CLASS SCHEDULE

<i>Date</i>	<i>Topic</i>
Jan. 7	Introducing our Fractured World: What is meant by a Fractured World. Possible topics and perspectives. How this course will run: expectations, organization
9	I'm Interested In: Discussion of topics, issues, perspectives of interest Reflection 1 <i>Please note that this class will start 30 later than usual. Start is at 4:00 pm.</i>
14, 16	<i>I Want to Scream!</i> Stress, health and coping in a fractured world
21	Revisiting topics and issues; Home Groups Reflection 2
23	Beyond Google: Ways of Knowing. How do I find what I don't know? The value of information, bias, and how to find and evaluate information.
28	Zotero
30	Social Media Reflection 3
Feb. 4	Social Media
6	The Environment
11	Accessing Information, bias, and information privilege Reflection 4
13	Education and Indigenous Communities Discovery Activity Reflection 1 deadline
18, 20	<i>Fall Reading Week</i>
25	Current Issues
27	Current Issues
Mar. 4	Current Issues
6	Current Issues Reflection 5

11	Current Issues
13	In-class Issue Proposal presentations, Written Proposal due
18	In-class Issue Proposal presentations
20	Current Issues Reflection 6
25	Stress and Mindfulness
27	Current Issues
Apr. 1	Current Issues: Discovery Activity 2 deadline
3	Final Project Presentations
8	Last Class Reflection 7

EVALUATION AND COURSE COMPONENTS:

Reflection Papers

There will be a series of short (minimum 300 words, maximum 500 words) Reflection Papers throughout the course. Each Reflection Paper will focus on a recent topic. Specific questions for the Reflection Papers will vary (see course OWL site) but are intended to have you reflect on how the information may be useful for you, what you found to be the most important, or how the event or activity supported – or did not support- your learning and development.

There is a total of seven reflection papers and you need to **submit five out of seven**. Reflection Papers 1 and 7 (due Jan. 9 and Apr. 8, respectfully) are **required**; which three of Reflection Papers 2, 3, 4, 5, or 6 you submit is up to you. If you submit more than the required five Reflection Papers, your marks from the best five will be used in calculating your course grade.

The marking scheme for the Reflection Papers is 0: no report submitted; 1: submitted but does not adequately address issue or has serious flaws; 2: addresses issue, no major flaws, meets expectations; 3: excellent work that exceeds expectations, insightful, addresses issue, unequivocally demonstrates clear, effective communication and personal awareness. The marking rubric with additional details will be posted to our OWL site.

The Reflection Paper should be between 300 and 500 words (500 words is about 1 page single-spaced). These papers will have a focused theme and are intended to address a class activity or information that was presented in class. You do **not** need to research these papers or find other sources for the information. Topics for Reflection Papers will include questions such as: What do you think is the most important point made by the guest speaker and how can you use this information? Based on our discussion of health, stress and coping, what coping strategies do you currently use and what changes can you make to better deal with stress? In our class on how to find and evaluate information, what was the single most useful piece of information for you and why do you consider it important?

Discovery Activity

The intention of the Discovery Activity is for you to participate in an event or activity outside of class that promotes growth or develops skills. Students are required to attend two events or activities outside of class time. It is up to you to choose the events or activities you attend, but it must receive prior approval by the course instructor. The course OWL site will include a list of appropriate events and activities, updated as new opportunities arise. Some of these may be events that you would attend even without this course requirement.

The types of events or activities that will be in this list and that may be appropriate include going to hear a guest speaker or public lecture, participating in a workshop offered by Brescia's Student Life Centre, attending an event sponsored by Campus Ministry, participating in a student-led event such as a charitable event, or attending a workshop on wellness. The idea is to participate in an activity relevant to our Fractured World and responses to those fractures, or that supports personal growth and development and to reflect on that experience.

The Discovery Activity Reflections should be between 500 and 1,000 words (1,000 words is about two pages single-spaced with a 12 point font). They do not require additional research or citation of outside sources, although if you do use additional sources these need to be cited appropriately (we will discuss this in class). Detailed instructions for the Discovery Activity Reflections will be posted to our OWL site.

Deadlines: Your first Discovery Activity Reflection is to be submitted no later than Wednesday February 13. Your second Discovery Activity Reflection is due no later than April 1.

There is a one mark (our of 10) penalty for each day late.

Participation

This is intended to be a small, seminar-format course that relies heavily on in-class discussion, learning activities, small group exercises, and participation by all in the class. This class will not be successful for you unless you attend regularly and participate actively. To help encourage active participation there is a participation mark for the course; participation contributes 10% of your course grade.

For each class students will be assigned a participation score of:

- 0: absent
- 1: made no comments or comments are limited and do not make a meaningful contribution to the discussion (comments limited to, for example, "yes", "what she said", "I agree");
- 2: comments go beyond a simple "yes" or "I agree" and contribute to the discussion, or to the activity.

At the end of the term, your participation total will be converted into a mark out of 10. For example, we have 16 class meetings and if you are present for all classes but do not make any comments or do not participate your participation total would be 16 out of a possible 32 and would be recorded as 5 out of 10 for participation. Similarly, if you are present for 14 classes and at each of those 14 classes make a contribution to the class your participation mark would be 28 out of a possible 32, which equals 8.75 out of 10.

Issue Proposal

Students will present an oral (worth 10%) and written (worth 10%) proposal for the issue that you want to address with your project. As part of your Issue Proposal you will indicate how you will present your Final Project. The oral presentations will be 6 - 10 minutes in length, with several minutes for questions and discussion. The Issue Proposal will introduce the perspective you are taking, identify the issue you will focus on, explain why it is of interest to you, and discuss the format of your Final Project.

The written proposal is due on March 13. There is a one mark (out of 10) penalty for each day that the written Issue Proposal is due.

Final Project

Students will work on a specific problem or issue related to *Living in a Fractured World*. This will be the subject of your Issue Proposal and your Final Project.

Students will present their Final Project using a medium of their choice. You can choose to design a webpage, shoot a video, do a poster, stage a debate, write a story, create a brochure, or some other creative way of presenting your issue. You will present your proposed means of communicating your ideas with the Issue Proposal and the range of available options is limited only by your ideas - with one exception: *No essays*. The intention is to explore your Fractured World issue and to communicate your information in a creative and interesting way. In this course you will receive feedback on your writing through feedback on your Reflection Papers and Discovery Activity Reflections. You will receive feedback on essays writing with the many essays you will write in other courses. The Final Project is intended to allow you to communicate your issue in a different, interesting and creative way of your choosing. Communication in the 21st century takes many forms, with new modes of communication being developed and appearing all the time.

As part of your Final Project submission, you need to submit a short written component that includes 1. A brief description or narrative that explains how your project addresses your topic; 2. A brief reflection on the process of developing your project and what you gained from this.

More details in class and on the course OWL site.

Evaluation Summary

Reflection Papers (5 x 3%)	15
Discovery Activity (2 x 10%)	20
Participation	10
Issue Proposal	20
<u>Final Project</u>	<u>35</u>
<i>Total</i>	<i>100</i>

Summary of Due Dates/Deadlines

<i>Date</i>	<i>Component</i>
Jan. 9	Reflection 1
21	Reflection 2
30	Reflection 3
Feb. 11	Reflection 4
13	Discovery Activity Reflection 1 deadline
Mar. 6	Reflection 5
13	In-class Issue Proposal presentations Written Proposal due
18	In-class Issue Proposal presentations
20	Reflection 6
Apr. 1	Discovery Activity 2 deadline
3	Final Project
8	Reflection 7

Home Groups

Early in the course we will form groups of four students. At different times during the course you will check-in with your Home Group on your project to receive feedback and suggestions, some in-class activities will be done with your Home Group, and the Home Group will be a source of support and a small group for some discussions. Please note that the Reflection Papers, Discovery Activity Reflections, Issue Proposal, and Final Project are **not** group projects, each student in the course will complete their own Reflections, Proposal, and Final Project.

Early in the course, we will do some activities to help us identify communication style, areas of strength and some aspects of personality. This information is useful for you and contributes to your personal awareness. I will also use some of this information to form groups that are as well-balanced as possible in terms of talents and perspectives. Students will be able to ask for two classmates to be included in their Home Group and I will do my best to have at least one of them in the group but the purpose of the grouping is to have a Home Group with a range of strengths and talents, not a group in which group members are all alike. A group made up of people just like you with the same perspective, strengths and experiences is not as useful for generating new ideas and effectively completing activities as a group with a range of experiences, strengths and talents.

Once students have identified their project theme, every few classes we will spend approximately 10 minutes to allow you to check in with your Home Group on how your project is going, discuss any questions or issues, or ask for feedback.

EXPECTATIONS: PARTICIPATION, BEING PRESENT, AND RESPECT

This course depends on discussion and participation in class. Engaging in open, respectful discussion is a cornerstone of the university and of civil endeavour. You will be expected to contribute in class and to be engaged in the discussions and different activities in a respectful and supportive environment. This does not mean that you are expected to answer all the questions or to be talking to every point, but you are expected to be engaged and an active member of the class regardless of how vocal that engagement is.

Depending on the topics we address, it is possible that some may be sensitive ones for some students. At the first class we will discuss and agree upon guidelines on how we want to conduct ourselves in the class so that everyone feels welcome and supported and so that everyone has a voice. Similarly, we will spend time discussing how to work effectively in your Home Group and establishing guidelines for whole class and group behaviour.

There will be times when I or a classmate may ask you to look for information online or to use your phone or tablet for some activity related to the current topic. However, use of electronics such as smartphones, tablets and laptops during class is for class-related purposes only. If you want to be checking Instagram or posting on Pinterest, during class is not an appropriate time. Not only does this distract you from participating fully in the class, it is disrespectful of your classmates.

2018-19 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS**1. POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES**

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation **must** be made through an Academic Advisor and include supporting documentation.

Academic accommodation for illness will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete her academic responsibilities. Minor ailments typically treated by over-the-counter medications will not normally be accommodated.

Students must submit their documentation along with a request for relief specifying the nature of the accommodation being requested no later than two business days after the date specified for resuming responsibilities. In cases where there might be an extended absence or serious issue, students should submit their documentation promptly and consult their Academic Advisor for advice during their recovery period. Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, examinations, etc. Appropriate academic accommodation will be determined by the Dean's Office/Academic Advisor in consultation with the student's instructor(s). Academic accommodation may include extension of deadlines, waiver of attendance requirements for classes/labs/tutorials, arranging Special Exams or Incompletes, re-weighting course requirements, or granting late withdrawals without academic penalty

Please note that personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are **not** grounds for academic accommodation.

A UWO Student Medical Certificate (SMC) is **required** if a student is seeking academic accommodation on medical grounds. This documentation should be obtained at the time of the initial consultation with the physician/nurse practitioner or walk-in clinic. A SMC can be downloaded from: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf . The student must request documentation sufficient to demonstrate that her ability to meet academic responsibilities was seriously affected. Please note that under University Senate regulations documentation stating simply that the student “was seen for a medical reason” or “was ill” is **not** adequate to support a request for academic accommodation.

The full policy on requesting accommodation due to illness can be viewed at:

http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12

2. ACADEMIC CONCERNS

If you feel that you have a medical or personal challenge that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds are not normally considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult your Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines (refer to the Registrar's website, <http://brescia.uwo.ca/academics/registrar-services/> or the list of official sessional dates in the Academic Calendar, see the Sessional Dates tab at <http://www.westerncalendar.uwo.ca/index.cfm?SelectedCalendar=Live&ArchiveID=>). You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. *Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.*

3. ABSENCES

Short Absences: If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

Extended Absences: If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate and warranted.

It is important to note that the Academic Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory (http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=5&SelectedCalendar=Live&ArchiveID=#SubHeading_68).

4. SCHOLASTIC OFFENCES

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at:

http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_20 .

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Note that such offences include plagiarism, cheating on an

examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Scholastic Discipline for Undergraduate Students in the Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Academic Dean's Office, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Computer-marked Tests/exams:

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal is to be sent to the School Chair. If the response of the Chair is considered unsatisfactory to the student, she may then submit a written appeal to the Office of the Dean. If the student is not satisfied with the decision of the Dean, she may appeal to the Senate Review Board Academic (SRBA), if there are sufficient grounds for the appeal. For information on academic appeals you can consult your Academic Advisor or see the Student Academic Appeals – Undergraduate in the Academic Calendar http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_14.

Note that final course marks are not official until the Academic Dean has reviewed and signed the final grade report for the course. If course marks deviate from acceptable and appropriate standards, the Academic Dean may require grades to be adjusted to align them with accepted grading practices.

6. PREREQUISITES

Unless you have either the prerequisites for a course or written special permission from the Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisite(s).

7. SUPPORT

Support Services

The Brescia University College Registrar's website, with a link to Academic Advisors, is at <http://brescia.uwo.ca/academics/registrar-services/> . The website for the Student Development Centre at Western is <http://www.sdc.uwo.ca/> .

Mental Health and Wellness

Students may experience a range of issues that can cause barriers to your learning, such as increased anxiety, feeling overwhelmed, feeling down or lost, difficulty concentrating and/or lack of motivation. Services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about mental health and wellness at Brescia at <http://brescia.uwo.ca/life/mental-health-wellness/>. Students who are in emotional/mental distress should refer to Health and Wellness at Western, http://uwo.ca/health/mental_wellbeing/index.html, for information about how to obtain help for yourself or others.

Sexual Violence

All members of the Brescia University College community have a right to work and study in an environment that is free from any form of sexual violence. Brescia University College recognizes that the prevention of, and response to, Sexual Violence is of particular importance in the university environment. Sexual Violence is strictly prohibited and unacceptable and will not be tolerated. Brescia is committed to preventing Sexual Violence and creating a safe space for anyone in the Brescia community who has experienced Sexual Violence.

If you or someone you know has experienced any form of Sexual Violence, you may access resources at <http://brescia.uwo.ca/life/sexual-violence/>.

Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.