

BUI 401 – CAPSTONE SEMINAR: WORLDVIEWS
Fall 2019 Syllabus

BUI 401-00?; 3 credit hours

[Days, Time]

[Room]

Senior Fellow:

E-mail: via Blackboard learn email

Office:

Phone:

Office hours:

As its etymology suggests, the term “worldview” designates a perspective on the entities and activities that constitute the—or perhaps a—world. Through the trope of sight-as-knowledge, the term identifies any system of ideas, beliefs, and practices used by a particular group of people at particular time in order to inhabit and understand the space they occupy and their lives within it. And, as usage of the term further suggests, the concept functions both objectively and subjectively. Objectively, we speak of worldviews as overarching collective productions that we might loosely synonymize with terms such as *Weltanschauung*, paradigm, *mentalité*, conceptual scheme, ideology, culture, or form of life. Subjectively, it is the internalization of a worldview that enables an individual to inhabit and function within this collective enterprise. Thus understood, the concept of a worldview is intrinsically connected to the issues that structure the Blount first-year Foundations sequence, to wit, the nature of society, the nature of the individual, the nature of the regulatory mechanisms between the two, the nature of power in its various forms, and the concept of nature itself.

In this course, students will develop a critical or creative project that explores some aspect of the idea of a worldview. We'll read a selection of theoretical and artistic texts that engage the concept of a worldview from a variety of perspectives in order to introduce students to analytic frameworks that will assist them in developing their projects.

Required Texts

Required readings will be found in the “Readings” folder on the course’s Blackboard Learn site.

Althusser, Louis. “Ideology and Ideological State Apparatuses”.

Anderson, *Imagined Communities: Reflections on the Origins and Spread of Nationalism*, Chs. 1-4

Conrad, Joseph. *Heart of Darkness*.

Davidson, Donald. “On the Very Idea of a Conceptual Scheme”.

De Montaigne, Michel. “Of Cannibals”.

Ellison, Ralph. “Battle Royal” in *Invisible Man*.

Foucault, Michel. *The History of Sexuality*, Volume I

Geertz, Clifford. “Thick Description: Toward an Interpretive Theory of Culture”.

--- “The Impact of the Concept of Culture on the Concept of Man”.

Kingston, Maxine Hong “No Name Woman”

Kuhn, Thomas. *The Structure of Scientific Revolutions*, Chs. I, II, IX, X, XIII.

Mills, Charles. *The Racial Contract*, Introduction, Ch. 1 – Overview

Rubin, Gayle. “The Traffic in Women”.

Shakespeare, William. *The Tempest*.

Simmel, Georg. “Group Expansion and the Development of Individuality”.

Williams, Raymond. “Ideas of Nature”.

--- “The Analysis of Culture”.

Recommended Reading

Wayne C. Booth, Gregory G. Colomb and Joseph M Williams. *The Craft of Research*. Chicago: University of Chicago Press, 2008.

Student Learning Outcomes

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

- describe the major ideas of the authors they have read in the course;
- compare and contrast the ideas among multiple authors;
- synthesize the ideas of authors from multiple genres and time periods;
- use the ideas in the readings to refine their concept of a worldview and to structure their projects;
- implement the ideas in both their classroom discussion and their course project.

Attendance Policy

- You are permitted 3 unexcused absences. These are best saved in case of actual sickness.
- All unexcused absences thereafter affect your participation grade.
- Leaving class early or arriving late counts as absent.
- Asleep in class, except in cases of documented narcolepsy, counts as absent.
- Students are responsible for maintaining their own attendance records.
- The Office of Student Care and Well-Being (348-2461) will help you in the event of a serious problem that affects your ability to come to class.

Grading Policy

- Weekly Reading Essays Average 20%
- Project Proposal 10%
- Project Outline 10%
- Annotated Bibliography 10%
- Final Project 35%
- Class Participation 15%

The final grades for the class will be calculated with the following ranges:

A+ = 97-100 A = 93-96 A- = 90-92 B+ = 87-89 B = 83-86 B- = 80-82 (and so on...)

Participation

The class is a seminar and students are expected to participate in civil discussion in each class.

- Be polite and respectful of other's ideas even if you are actively disagreeing with them (this applies to both speech and gestures)
- Refrain from aside conversations when someone has the floor
- Don't interrupt people in the middle of their point
- Don't attack the person, challenge the idea
- All ideas are free game, including those of the professor
- Strive for rational argument and exchange of ideas rather than rant or unsubstantiated assertion
- Laptops should be closed during discussion

Participation evaluation is based on quantity and quality:

A = participate often and constructively

B = participate sometimes or not always constructively

C = participate very little or not constructively

D = rarely participate or disrupt the discussion

F = never participate

Weekly Reading Essays

The purpose of the weekly reading essay is a) to demonstrate an understanding of the week's text and b) to explore its strengths, shortcomings, and possible applications. General format should be a ~250 word summary/outline of the work followed by a ~250 word discussion. You are at liberty to run longer; you are not at liberty to run shorter. Essays should be turned in on the discussion board no later than 11:59 pm on Mondays. If multiple readings are assigned for that week, you may write about one or more than one.

Project Materials

Materials for the various class sessions associated with the project should be turned in on the discussion board no later than 11:59 pm on Wednesdays.

Policy on Missed Written work

Weekly Essays

As they are intended in part to facilitate class discussion, weekly essays must be turned in by their respective due dates and times.

Project Materials

Project materials are designed to ensure steady progress and timely completion of the project and therefore should be turned in by their respective due dates and times.

Final projects

Final projects are due on the Friday *preceding* the last day of classes. *However*, final projects may be turned in up to one week late without penalty. Thereafter, ten points per day will be deducted for late projects.

Statement on Academic Misconduct

Students are expected to be familiar with and adhere to the official [Code of Academic Conduct](#) provided in the Online Catalog.

Statement on Disability Accommodations

Contact the [Office of Disability Services \(ODS\)](#) as detailed in the Online Catalog. Once this has been done, contact your senior fellow.

UAct: Ethical Community Statement

The [UAct website](#) provides an overview of The University's expectations regarding respect and civility.

Notification of Changes

The instructor will make every effort to follow the guidelines of this syllabus as listed; however, the instructor reserves the right to amend this document as the need arises. In such instances, the instructor will notify students in class and/or via email and will endeavor to provide reasonable time for students to adjust to any changes.

DATE/DAY	READINGS	~PAGES
August		
8/22 Th	Introduction – Course Concepts, Nonce Definitions	
8/27 Tu	Geertz, “Thick Description: Toward an Interpretive Theory of Culture”; “The Impact of the Concept of Culture on the Concept of Man”	30/30
8/29 Th	Proto-Proposal Discussion	
September		
9/3 Tu	Simmel, “Group Expansion and the Development of Individuality”	40
9/5 Th	Proto-Proposal Discussion	
9/10 Tu	Williams, “Ideas of Nature”; “The Analysis of Culture”	19; 9
9/12 Th	Research Demonstration – Dr. Jon Ezell	
9/17 Tu	Kuhn, <i>The Structure of Scientific Revolutions</i> , Chs. I, II, IX, X	68
9/19 Th	Preliminary Bibliography Discussion	
9/24 Tu	Kuhn, <i>The Structure of Scientific Revolutions</i> , Chs. XIII Davidson, On the Very Idea of a Conceptual Scheme	16 16
9/26 Th	Proposal Presentations	
October		
10/1 Tu	Anderson, <i>Imagined Communities</i> , Chs. 1-4	65
10/3 Th	Proposal Presentations	
10/8 Tu	Shakespeare, <i>The Tempest</i> Montaigne, “Of Cannibals”	70 11
10/10 Th	Outline Presentations	
10/15 Tu	White, “The Forms of Wildness: Archeology of an Idea	30
10/17 Th	Outline Presentations	
10/22 Tu	Conrad, <i>Heart of Darkness</i>	80
10/24 Th	Creating a Presentation for the Project	
10/29 Tu	Althusser, “Ideology and Ideological State Apparatuses”	47
10/31 Th	FALL BREAK – NO CLASS	
November		
11/5 Tu	Mills, <i>The Racial Contract</i> , Introduction, Ch. 1 – Overview Ellison, “Battle Royal” from <i>Invisible Man</i>	40 12
11/7 Th	Progress Reports	
11/12 Tu	Rubin, “The Traffic in Women” Kingston, “No Name Woman”	23 16
11/14 Th	Foucault, <i>The History of Sexuality</i> , V. I, Parts 1-2	50
11/19 Tu	Foucault, <i>The History of Sexuality</i> , V. I, Parts 3-4	83
11/21 Th	Foucault, <i>The History of Sexuality</i> , V. I, Part 5	30
11/26 Tu	Final Presentations	
11/28 Th	THANKSGIVING – NO CLASS	
December		
12/3 Tu	Final Presentations	
12/5 Th	Final Presentations	
12/18 Tu	FINAL GRADES DUE	