

INTD 195: Wicked Problems Seminar
“Won’t You Be My Neighbor?...[NOT]: Race, Class, and Segregated Housing”
Potsdam Pathways First Year Experience
FALL 2019, Tu/Th: 9:30-10:45 a.m.

INSTRUCTOR INFORMATION

Professor: Matt LaVine
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Office Hours: M: 10:00-11:00 a.m. (Dunn 309), Tu: 11:00 a.m.-12:00 p.m. (Morey 226), W: 10:00-11:00 a.m. (Dunn 309), Th: 11:00 a.m.-12:00 p.m. (Lehman Dining Hall), & by appt.

INTD 195 OVERVIEW

INTD 195 will be a “Big Ideas” course focusing on “wicked problems” and the contexts in which those problems occur. The courses focus on big issues with which those faculty are passionately involved and include explicit instruction in critical thinking—the ability to think clearly and rationally about what to do and what to believe, as well as oral and written applications of those abilities. Einstein reputedly characterized critical thinking as “...*the awakening of the intellect to the study of itself.*” *This is important, as it implies a high degree of self-consciousness about and reflection on ones thinking processes.* Wicked problems seminars are specifically designed to introduce students to a rigorous and demanding liberal arts curriculum, provide the opportunity for students to work closely with a faculty mentor, and establish a sense of community among participants.

This particular version of the course focuses on the phenomenon of residential segregation—the physical separation of living spaces of people from different identity groups. While most people have some familiarity with the history of racialized residential segregation—it was, after all, a significant focus of the Civil Rights Movement—very few recognize the extent to which residential segregation plays a significant role in most Americans’ lives today. In order to illustrate this, we will look at significant impacts of residential segregation from a number of different disciplinary perspectives (e.g. Biological, Ecological, Philosophical, Political, Psychological, and Sociological)—focusing on environmental injustices that arise from residential segregation along racial and socioeconomic lines. Finally, we will consider the case of politically/ideologically segregated communities as one potential source of Americans’ ever decreasing ability to fruitfully communicate across political divides. This will hopefully allow for some meta-cognitive reflection on the need for courses like INTD 195.

STUDENT LEARNING OUTCOMES

Through oral and written assignments, students will demonstrate the following abilities:

1. Articulate the complexities and subtleties and nuances of the wicked problem.
(Understanding)

2. Map out claims made (what is being argued for) and reasons/evidence given in support of those claims. (Analyzing).
3. Evaluate arguments, including detecting inconsistencies and common mistakes in reasoning (i.e., logical fallacies, or common forms of logical error, e.g., mistaking a correlation for causation). (Evaluating)
4. Construct arguments, anticipating likely objections to those arguments and formulating possible responses to these objections. (Creating)
5. Analyze their own and others' assumptions in framing the problem and in defining the relevant evidence, as well as reflect on how those assumptions affect their position. (Analyzing)
6. Critically evaluate the reliability of source materials (Evaluating)

REQUIRED TEXTBOOK AND READINGS

Weston, Anthony (2017). *A Rulebook for Arguments*. 5th ed. Hackett Publishing Company, Inc. Indianapolis, Indiana.

Whyte, Jamie. "Sorry, but you are not entitled to your opinion", <https://www.thetimes.co.uk/article/sorry-but-you-are-not-entitled-to-your-opinion-gpbbnzjlsdpd> (available on course *Moodle* site).

All other readings will be posted on *Moodle* (the reading schedule can be found on pp. 4-5 of this document). This is also where all announcements for the course will be posted. Please be checking the *Moodle* site regularly.

COMMON ASSIGNMENTS

Common Assignment #1: a critical analysis of Jamie Whyte's "Sorry, but you are not entitled to your opinion". This assignment should be understood as a preparation for the more extensive and rigorous expectations outlined in Common Assignment #2.

Students will demonstrate the ability to:

SLO #2: Map out the claims made (what is being argued for) and the reasons/evidence given in support of those claims (Analyzing)

SLO #3: Evaluate arguments, including detecting inconsistencies and common mistakes in reasoning (i.e., logical fallacies, or common forms of logical error, e.g., mistaking a correlation for causation) (Evaluating)

Common Assignment #2: Organized around the concept "you convince me." This assignment will have each student engage positions (accepting some, rejecting others), adopt and argue for a position; present and defend a thesis/hypothesis/original argument. Students will learn and then model critical thinking at a college level.

Students will demonstrate the ability to:

SLO #1: Articulate the complexities and ambiguities of the wicked problem.
(Understanding)

SLO #3: Evaluate arguments, including detecting inconsistencies and common mistakes in reasoning (i.e., logical fallacies, or common forms of logical error, e.g., mistaking a correlation for causation) (Evaluating)

SLO #4: Construct arguments, anticipating likely objections to an argument and formulating possible responses to these objections. (Creating)

SLO #5: Analyze their own and others' assumptions in framing the problem and in defining the relevant evidence, and how those assumptions affect their position.
(Analyzing)

Information Literacy Assignment: applies the critical thinking tools expressed in the other SLOs, to evaluating the reliability of source material. All students will complete either the Library Information Literacy quiz for FC -Web Sources and Evaluation (<http://library.potsdam.edu/tutorials>).

SLO #6: Critically evaluate the reliability of source materials (Evaluating)

COURSE POLICIES

All WAYS 101 courses will follow these common assumptions regarding late work, extra credit, professionalism and participation, and plagiarism:

- (1) Late work policy: Late assignments will be penalized according to policies described in this course syllabus. Exceptions may be made in documented emergency circumstances.
- (2) Professionalism and Participation Policy: See the statement of professionalism and participation attached to this syllabus and posted on our Moodle site. Professionalism and participation will be assessed throughout the semester and your overall final course grade will be adjusted as follows:
 - (a) Exemplary performance –the student stands out as a role model –grade increase of one increment (e.g., 3.0 to 3.3)
 - (b) Average performance–satisfactory performance of expectations –no change
 - (c) Unsatisfactory –the student stands out for regular violations of expectations –decrease of one increment (e.g., 3.0 to 2.7)
- (3) Plagiarism policy: Plagiarism occurs when presenting as one's own the distinctive ideas, facts or words of another (in part or in whole) without appropriate acknowledgement of the source. Issues of plagiarism apply to any type of work including, but not limited to exams, papers, any writing or printed text, computer programs, websites, art, music, photography or video. This includes turning in borrowed or bought assignments as one's own. Students who violate this policy may be referred to Student Conduct. Please see the Student Code of Conduct for more information about this policy.
- (4) Extra credit policy: There is no opportunity for students to earn extra credit for absences, missed assignments/exams, or poor grades.

COURSE REQUIREMENTS AND GRADING

Writing Assignments (30%)- There will be two 3-4 page writing assignments during the semester. More details (n.b. objectives, methods, suggested topics) will be discussed in class and posted on *Moodle* as the due dates (10/10 & 12/5) draw nearer. Please note that students will not be able to pass the course without completing writing assignments and exams.

Tests (30%)- There will be two exams—one halfway through the course and one during final exam week. These will not have essay-style questions but will, instead, directly test the student's knowledge of key definitions, distinctions, and principles. Before each exam, I will come up with a study sheet containing all such concepts which you will be expected to comprehend and be able to recall for that exam. The final exam isn't exactly comprehensive (in so far as you won't be asked any of the same types of questions from the first exam) but it will have questions which require one to be able to apply some of the concepts from the first half of the course.

Quizzes (20%)- There will be four quizzes. Quizzes will be focused on the basics of the course from the two weeks prior to that quiz. Half of the questions will be on the basic concepts and principles discussed in lecture. Half of the questions will be on the reading assignments. These won't be intended to trick anybody. They are merely checks that everybody is on the same general page at any one time.

Participation (20%)- This portion of the grade will be determined by five homework assignments, one paper proposal, and willingness to seriously contribute to class discussion. While I won't expect to hear from every person every week, some notable participation during the fifteen weeks will be expected in order for this portion to not adversely impact your overall grade. Please note that asking well-thought-out questions is a wonderful way to contribute to the class. If you're having trouble understanding me, it means there's a good chance that others are having trouble as well. So, please don't be afraid to ask questions! Attendance will be considered as part of your participation score. You are allowed four absences without penalty to your grade. Your fifth absence will result in a 1.0 reduction in your overall GPA. Your sixth will result in a similar reduction. Your seventh will result in failing the class.

Tentative Schedule

Day	Date	Topic	Reading	Assignment
1	8/27/19	What is this class?	Garnette Cadogan	
2	8/29/19	What is this place? Who lives here?	SUNY Potsdam Documents	Professional e-mail
3	9/3/19	What is LA / GE / WAYS?	GESC Document	
4	9/5/19	What is CT / logic?	Weston, Chapter 1	Quiz #1
5	9/10/19	What is deduction?	Weston, Chapter 6	
6	9/12/19	Deductive rules	Workbook, Chapter 6	HW #1
7	9/17/19	Deductive practice	Weston, Chapter 7	
8	9/19/19	Inductive rules	Weston, Chapter 2	Common Assign. #1

9	9/24/19	Inductive practice	Weston, Chapter 3	
10	9/26/19	Abductive rules	Weston, Chapter 4	HW #2
11	10/1/19	Abductive practice	Weston, Chapter 5	
12	10/3/19	Bringing them together	Susan Haack—"The Same, Only Different"	Quiz #2
13	10/8/19	Introducing residential segregation	Trevor Noah—"Born a Crime"	
14	10/10/19	Residential segregation & logic	John Mohawk—"Prologue"	Paper #1
15	10/15/19	NO CLASS—OCTOBER BREAK	VIDEO	
16	10/17/19	Exam #1	Weeks 1-7	EXAM #1
17	10/22/19	History of residential segregation	The Color of Law, Ch. 1	
18	10/24/19	History of residential segregation	The Suburban Reader	HW #3
19	10/29/19	History of residential segregation	Sherilynn Bevel—"Roots of the EJ Movement"	
20	10/31/19	History of residential segregation	Robert Bullard—"Ensuring Environmental Justice..."	Quiz #3
21	11/5/19	Residential segregation and race	Jeanine Bell—"Hate Thy Neighbor"	
22	11/7/19	Residential segregation and race	John Freeman—"Tales of Two Cities"	Proposal #1
23	11/12/19	Residential segregation and race	Winona LaDuke—"Akwesasne"	
24	11/14/19	Residential segregation and race	Williams & Collins—"Racial Residential Segregation"	HW #4
25	11/19/19	Residential segregation & poverty	Jeanine Bell—"When Class Trumps Race"	
26	11/21/19	Residential segregation & poverty	Alan Greenblatt, Nancy Isenberg	Quiz #4
27	11/26/19	Intersectionality	Rachel Dottle, 538.com	
28	11/28/19	NO CLASS—TGIVING BREAK	VIDEO, Greg Jones	
29	12/3/19	Intersectionality	Kimberle Crenshaw	HW #5
30	12/5/19	Where does this leave us?	NONE	Paper #2
F	12/9/19, 2:45 pm	EXAM #2	Weeks 8-15	EXAM #2

ACCESSIBILITY AND ACCOMMODATIONS

Your well-being and success in this course are important to me and I will strive to do whatever I can to help achieve them. If you have a disability or any other relevant condition you'd like for me to know about, please contact me as soon as possible so we can do whatever we need to do in order to ensure your success in the course. If you have not already done so, please also contact Sharon House at the Office of Accommodative Services (Sisson Hall S111, url: www.potsdam.edu/studentlife/services/disability, phone: 315-267-3267).

ACADEMIC DISHONESTY

You are required to know, and will be held responsible for knowing, the policies regarding academic dishonesty and plagiarism here at SUNY Potsdam (see pp. 35-36 of the College Catalog for the SUNY Potsdam Academic Honor Code). I will not hesitate to report and prosecute to the fullest extent any cheating. Please don't make this an issue. It will be a better experience for all of us.

ABSENCES

If you are going to miss any of the reading quizzes or tests (e.g. for participation in a SUNY Potsdam co-curricular activity, religious holiday, etc.), please contact me before the quiz. Otherwise, you will receive a 0 for that quiz/test. I do understand that extenuating circumstances sometimes occur. If prior notice isn't feasible due to illness or other emergency and you are unable to take a test or reading quiz at the regularly scheduled time, an alternate exam will be provided only within one week of the regularly scheduled time. This is your responsibility to set up, not mine. Please don't take advantage of this. Alternate exams are only for cases where making it at the scheduled time is out of the realm of reasonable possibility.

CELL PHONE AND GADGET POLICY

Please do not use your cell phones, smart phones, tablets, etc. in class for anything other than taking notes on the lecture or for activities where such devices are explicitly encouraged. They can be very distracting to myself and to your fellow students. If I find you using any such device for anything else, you will receive a score of 0 for the participation portion of the entire course. Multiple offenses will result in being asked to not return to lecture (hence, getting 0's for further in-class assignments).

STUDENT SUPPORT

Every student in this class is a valued individual. If you are struggling with issues outside of the classroom, please know that there are professionals both on and off campus who can assist you. If you need immediate assistance, please contact our campus Counseling Center (with free counseling) at (315) 267-2330 or visit their website (<http://www.potsdam.edu/studentlife/counseling>).

Links to other resources are provided below:

- (1) Stacey L. Basford—Title IX Coordinator
Van Housen Extension 392
(315) 267-2516
basforsl@potsdam.edu
<http://www.potsdam.edu/offices/hr/titleix>
- (2) Bias Incident Reporting
<http://www.potsdam.edu/about/diversity/biasincident>

- (3) Center for Diversity
223 Sisson Hall
(315) 267-2184
<http://www.potsdam.edu/studentlife/diversity>
- (4) Reachout (24-hour crisis hotline)
(315) 265-2422
- (5) Renewal House (for victims of domestic violence)
SUNY Potsdam Campus Office: Van Housen Extension 390 (open Wednesdays, 9:00 a.m.-5:00 p.m.)
(315) 379-9845 (24-hour crisis hotline)
Renewalhouse_campus@verizon.net
- (6) Student Conduct and Community Standards
208 Barrington Student Union
<http://www.potsdam.edu/studentlife/studentconduct/>
- (7) University Police
Van Housen Extension
(315) 267-2222 (number for non-emergencies—for emergencies, please dial 911)

And please—if you see something, say something. If you see that someone that you care about is struggling, please encourage them to seek help. If they are unwilling to do so, [Care Enough to Call](#) has guidelines on whom to contact. Everyone has the responsibility of creating a college climate of compassion.