



GRAY MATTERS – GPS 1010 (16), GPS 3010 (01)

*Exploration of the intersection of the mind and society with a focus on how we think, learn, and live. Topics of discussion are designed to investigate the role of ambiguity and complexity in the gray spaces of human endeavor. Specific areas of focus include: complex systems; virtual reality; transhumanism; the Nazis—war, genocide and identity.
(Only for students accepted into the UCCS Honors Program)*

Mission of the Gateway Program Seminar (GPS)

The Gateway Program Seminar (GPS) is a three credit, required course for freshmen at UCCS. It is the first course in the Compass Curriculum and introduces students to the educational aims of this general education curriculum. The delivery of this course includes best practices related to welcoming and helping freshmen make successful adjustments to the university. There are four primary components of the GPS course including an interdisciplinary exploration of a course topic, the intentional development of key academic skills, linkage with university services and collaborative involvement with faculty and peers.

GPS Student Learning Outcomes

Because of completing the Gateway Program Seminar course, UCCS students will be able to:

1. Describe why a university education is important in the pursuit of personal and professional goals.
2. Act as a responsible, ethical college student through the use of intellectual curiosity, creativity, critical thinking, analytical reading, and listening skills
3. Act as a civil and responsible university citizen through the development of necessary civic, ethical, and social competencies.
4. Develop the self-advocacy skills to access personal, academic, professional and information technology support at UCCS.
5. Analyze, apply, and integrate knowledge and skills as they relate to the disciplinary focus of the GPS section.
6. Communicate effectively through writing to receive, comprehend, and convey information.
7. Communicate effectively through a prepared, purposeful individual or group presentation

GPS Course Requirements

To meet the GPS Student Learning Outcomes, all GPS courses will include the following components:

1. Ratio of one instructor to fifteen students
2. One full time instructor included in each teaching team
3. Shared syllabus model for all GPS courses
4. Exploration of a disciplinary or interdisciplinary topic
5. Focused, small group time that include activities to optimize faculty and student collaboration
6. Peer leaders who serve as mentors
7. At least one writing and one oral communication assignment with developmental supports
8. Activity or discussion based focus on critical and creative thinking
9. Instruction on information literacy and basic college writing skills
10. Emphasis on academic and personal responsibility including the civic, ethical, and social competencies that are required of university students

Faculty:

Dr. Sudhanshu Semwal

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Dr. Robert Sackett

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This is a HYFLEX course.

Some sessions will be in-person, while others will be entirely online.

In person sessions will be in Columbine Hall 317. Please bring a laptop or smart-phone to these sessions, if possible.

For the online sessions, we will be meeting on Microsoft Teams.

Check the Course Schedule below for details on when we will be meeting in-person, and when we will be meeting online.

Required Texts (on Canvas)

Melanie Mitchell, *Complexity*, chapters 1-7

Jean Baudrillard, "The Precession of Simulacra," pp. 1-9.

Nick Bostrom, “Are You in a Computer Simulation?” *Science-Fiction and Philosophy* (Wiley Blackwell, 2016) pp. 42-45.

Ray Kurzweil, “Superintelligence and Singularity,” *Science-Fiction and Philosophy* (Wiley Blackwell, 2016) pp. 237-263.

Required Texts (not on Canvas):

Max More and Natasha Vita-More, eds. *The Transhumanist Reader*, Wiley-Blackwell, 2013
Kindle/e-book recommended. Free via Library website:
<https://library.uccs.edu/search/?searchtype=X&searcharg=transhumanist+reader&SORT=D&x=15&y=18>

Michal Glowinski, *The Black Seasons*, Northwestern University Press (UCCS Bookstore)
The Nazi persecution and maltreatment of Jews terrified Jewish communities and families, even if they could not know that the ultimate Nazi aim was genocidal. Many sought means of escape, which often were quite hopeless,
but in some cases, and through much fear and hardship, people survived. The burden on Jewish children was particularly hard and, years later, when the surviving children had reached adulthood, their efforts to recount what had happened were particularly difficult.

Uwe Timm, *In My Brother's Shadow* (UCCS Bookstore)

SCHEDULE

Thursday 8/19

9:30am- 12:00pm	IN PERSON	Introduction to GPS & UCCS Honors Program Gray Matters Overview Course Expectations
12:00- 1:30pm	Station C: Telluride-Vail Quad	Lunch

1:30-3:30pm	ONLINE - MICROSOFT TEAMS	View Video of SmartMove (on Canvas)
3:30-5:00pm	IN PERSON	<i>Third Murder</i> – Discussion (students will have already watched the film on their own time)

Friday 8/20

8:30am- 12pm	IN PERSON	Waterway Cleanup Sustainability Project
12:00-1:30pm	Station C: Telluride- Vail Quad	Lunch
2:00-4:30pm	ONLINE- MICROSOFT TEAMS	<i>Three Idiots</i> Discussion (students will have already watched the film on their own time on Netflix or Prime)

Wednesday, August 25

1:40 p.m. – 4:20 p.m.

Meeting on MS Teams

Complexity

READ: *Complexity*, by Melanie Mitchell, Chapters 1-7.

(pdf available on Canvas: Assignment One discussion)

Presented by: Dr. Semwal

Dialogue with: Drs. Kuzma and Sackett

Wednesday, September 1

1:40 p.m. – 4:20 p.m.

Meeting on MS Teams

Beyond Humanism? What is a Self? What is a Mind?

**VIEW BEFORE CLASS: Dr. Kuzma's Video-Blogs (on
Canvas)**

“What is Transhumanism”

“Consciousness Without a Body”

READ:

- Max More. “The Philosophy of Transhumanism,” *The Transhumanist Reader*, Max More and Natasha Vita-More, eds. (Wiley-Blackwell, 2013), 3 - 17.
- Multiple Authors, “Transhumanist Declaration,” *The Transhumanist Reader*, 54 - 55.
- Damien Broderick, “Trans and Post,” *The Transhumanist Reader*, 430 - 437.
- James Hughes, “Transhumanism and Personal Identity,” *The Transhumanist Reader*, 227 - 233.
- Ben Goertzel, “Artificial General Intelligence and the Future of Humanity,” *The Transhumanist Reader*, 128 - 137.

Presented by: Dr. Kuzma
Dialogue with: Drs. Semwal and Sackett

Wednesday, September 8
 1:40 p.m.- 4:20 p.m.
Meeting in Person

A Child on the Run from Genocide
READ: Glowinski, *The Black Seasons*
Presented by: Dr. Sackett
Dialogue with: Drs. Semwal and Kuzma

Wednesday, September 15
 1:40 p.m.- 4:20 p.m.
Meeting on MS Teams

A Framework: Generative Complexity-- Human Mind - XRWorld.
Presented by: Dr. Semwal
Film: Ship of Theseus (India, 2012)--
Dialogue with Drs. Kuzma and Sackett
<https://www.youtube.com/watch?v=zuQYlgL73o0> : students should have watched this YouTube-video on their own for discussion in the class.

Wednesday, September 22
 1:40 p.m. – 4:20 p.m.
Meeting on MS Teams

Reality and Simulation
VIEW BEFORE CLASS: Dr. Kuzma’s Video-Blogs (on Canvas)
“Simulation and Reality”
“Kurzweil and Bostrom”

READ:

- Plato, “The Allegory of the Cave,” *Science-Fiction and Philosophy* (Wiley Blackwell, 2016) pp. 46-49. On Canvas.

- Giulio Prisco, “Transcendent Engineering,” *The Transhumanist Reader*, 234 - 240.
- Jean Baudrillard, “The Precession of Simulacra,” pp. 1-9. On Canvas
- Nick Bostrom, “Are You in a Computer Simulation?” *Science-Fiction and Philosophy* (Wiley Blackwell, 2016) pp. 42-45. On Canvas
- Ray Kurzweil, “Superintelligence and Singularity,” *Science-Fiction and Philosophy* (Wiley Blackwell, 2016) pp. 237-263. On Canvas

Presented by: Dr. Kuzma

Dialogue with: Drs. Semwal and Sackett

Wednesday, September 29
1:40 p.m. – 4:20 p.m
Meeting in Person

Racial Policy Outside Europe: Australia in the 1930s

Nazi Germany was not alone in its pursuit of ideals of racial dominance and subjection. At the same time, white Australian officials implemented policies based on presumptions of racial superiority. This recent feature film addresses one such policy, the removal of 'mixed-race' children (one parent Aboriginal, one parent white) from their Aboriginal families and their detention in camps where they will learn to identify with white culture. As adults, according to this plan, they will marry whites and produce offspring with only half the Aboriginal 'blood' that they have; the offspring will in turn marry whites and produce their own children with, again, only half their Aboriginal 'blood'-- and so on, generation to generation, in a grand strategy of racial reclamation. Consider how this film represents the relationships of Aboriginals and whites, how it depicts gender relations, how camera work emphasizes or diminishes a sense of the power of characters and reveals qualities of the Australian land.

VIEW: [Availability on Kraemer Family website—watch before this meeting—be ready to discuss.](#)

Movie Discussion: *Rabbit-Proof Fence* (Australia, 2002, Phillip Noyce)

Available on Kraemer Family Library website-- watch before class, be ready to discuss!

Presented by: Dr. Sackett

Dialogue with: Drs. Semwal and Kuzma

Wednesday, October 6

1:40 p.m. – 4:20 p.m.

Meeting in Person

MOVIE DISCUSSION: *Ida* (Poland, 2013, Pawel Pawlikowski)

Available on Kraemer Family Library website-- watch before class, be ready to discuss!

The case is not completely unique. In Nazi-occupied Poland, where millions of European Jews were put to death, Polish Jews were often at the mercy of their non-Jewish neighbors. There were betrayals, but in some cases a Jewish child was rescued and given a non-Jewish home and identity, which could mean survival. What then? Often, after the war, the surviving children had no awareness of their narrow escape from death, no recollection of their Jewish families, no ties to Jewish culture. They stayed where they were, connected to the Jewish families or institutions that had protected them. But some learned about their past.

Consider that as a starting point for discussion: *Ida* is about eighteen years old when her aunt, Wanda, chooses to enter her life and reveal a family tragedy about which her niece had been unaware. What accounts for Wanda's decision? What accounts for *Ida*'s changing responses to Wanda throughout the film? Does the ending come as a surprise?

Presented by: Dr. Sackett

Dialogue with: Drs. Semwal and Kuzma

Wednesday, October 13

1:40 p.m. – 4:20 p.m.

Meeting on MS Teams

The Ethics of Bio-Engineering: Should We Become Limitless?

VIEW BEFORE CLASS: Dr. Kuzma's Video-Blog (on Canvas)

"Ethical Dilemmas and Transhumanism"

READ:

- Gregory Stock, "The Battle for the Future," *The Transhumanist Reader*, 302 - 316.
- Patrick D. Hopkins, "Is Enhancement Worthy of Being a Right?" *The Transhumanist Reader*, 345 - 354.
- Michael R. Rose, "Immortalist Fictions and Strategies," *The Transhumanist Reader*, 196 - 204.

- Brian Wowk, “Medical Time Travel,” *The Transhumanist Reader*, 220 - 226.

Presented by: Dr. Kuzma
Dialogue with: Drs. Semwal and Sackett

Wednesday, October 20
 1:40 p.m. – 4:20 p.m.
Meeting in Person

Reconstructing What the War Destroyed

READ: Timm, *In My Brother's Shadow*: Germany lay in defeat and physically in ruin after the Second World War. German families struggled to survive, but also faced tremendous emotional challenges to deal with the suffering that Germany had experienced—and also the suffering that Germany had caused—during the war.

Presented by: Dr. Sackett
Dialogue with: Drs. Semwal and Kuzma

Wednesday, October 27
 1:40 p.m. – 4:20 p.m.
Meeting on MS Teams

Dr. Kuzma's Assignment – Presentations

Wednesday, November 3
 1:40 p.m. – 4:20 p.m.
Meeting on MS Teams

Complexity in the Virtual World, Consciousness, Awareness, Empathy, Mind – with Man-Machine.
 Cities, Virtual Worlds, Game Environments and Networks.
READ: None
 Meru (film): Meru – Available on Kanopy. Catalog record: <https://library.uccs.edu/record=b2609972>
 You will need valid UCCS id.
Presented by: Dr. Semwal
Dialogue with: Drs. Kuzma and Sackett

Wednesday, November 10
 1:40 p.m. – 4:20 p.m.
Meeting on MS Teams

Individual Extemporaneous Presentations

Grading components:

GPS 1010

Assignment 1—(Semwal) 100 points

Assignment 2—(Kuzma) 100 points

Assignment 3—(Sackett)

2 parts, each worth 50 points, for a total of 100 points

Individual Extemporaneous Presentation 100 points

Attendance (50 points) and Participation (50 points) 100 points

Participation: students are encouraged to speak up at least once during the lecture presentation or breakout sessions.

TOTAL 500 points

Grading Scale GPS 1010:

450-500 =A

400-449 =B

350-399 =C

300-349 =D

299 and below =F

NOTE: +/- grades will be awarded

GPS 3010 Students Please Note: You have all the GPS 1010 assignments, but need to complete one more, as follows. By November 1, you should choose one of the Gray Matters instructors—Dr. Semwal, Dr. Kuzma or Dr. Sackett—and approach him about a topic within an area that he covers in this course. Together, you and he will need to agree on what this topic involves and then, once you have had some days to consider it, you should meet for a conversation over coffee (or via Microsoft Teams). The 500 points for GPS 1010 count for you as well; the conversation will count for another 100 points; the percentage scale remains the same—see below.

Grading scale:

GPS 3010

540 – 600 = A

480 --539 = B

420 – 479 = C

360 – 419 = D

359 and below = F

NOTE: +/- grades will be awarded.

Assignment (Due September 29):

For Dr. Semwal:

Your Honors Program Faculty advisors will be guiding you for the next 3-4 years of your stay at UCCS, signing your UCCS Honors Program engagement forms, advising you about the Honors Program Plan of Study and the Honors Program portfolio.

1. Your first task (A) is to find more information about (i) Honors Program Engagement Forms and Honors Program designated Events, how to fill them? What is required for you to continue receiving scholarship? can you continue without receiving the scholarship in the UCCS Honors Program once you are the cohort? (ii) Honors Program Plan of Study, and (iii) Honors Program Portfolio requirement; (iv) HNRS 3011: Conversations around complexity.

Then, (B) your second task is to fill out the Honors Program's Engagement Form with activities you consider already completed by you, and submit your Honors Program Plan of Study, which is simply what you see as courses in your degree program which will satisfy the Honors Program requirements. Completed form should be submitted with this assignment seeing how Honors Program requirements can be satisfied with your current degree program aspiration, if already chosen or anticipated.

Your (C) third task is to look into what the Honors Program really means when they talk about *Gray Matters*. What is the definition of Gray Matters? Or offer your own definition. Consider an example which you find Gray and you have lived through (if you can share that information otherwise consider some general Gray example).

Your fourth task (D) is to begin framing that example, stressing why it is important to consider as an example of *Gray Matters*. For your fourth task consider an event, personal, societal, global, or local when you frame your *Gray Matters* example as a complex system, the following are essential to discuss: (i) What parts are interacting (local interaction) and (ii) what is the global impact of phenomena which emerges in this case of *Gray Matters*? Tell your story.

Assignment (DUE October 27):

For Dr. Kuzma:

During the second week of September, you will be split into teams with other students in your breakout sessions.

- In collaboration with your teammates, you will think about all the innovations, changes, and transformations that might happen someday in the future.

- You will create, together with your group, an advertisement for a product or service that could exist in a future trans/post-human society.
- During class, toward the end of the semester, your group will share/present an advertisement with the whole class in a presentation lasting no more than 15 minutes (excluding Q&A time).
- The presentation (October 27) must include:
 - 1) The name of your product/service
 - 2) A detailed description of what it does and how it works
 - 3) How it fits into the transhuman/posthuman society of the future
 - 4) How much it will cost
 - 5) Whom will it be marketed towards
 - 6) A description of any dangers/liabilities associated with the product/service

Presentations may use video, artistic renderings, powerpoint, skits, or any other creative approach to give the class a sense of what their product/service will entail.

Each group will also submit a 1-page summary write-up containing an overview of your product/service.

Assignments (DUE SEPTEMBER 8 AND OCTOBER 20):

For Dr. Sackett:

Before September 8, when the discussion covers *The Black Seasons*, and again, before October 20, when it covers *In My Brother's Shadow*, the class will be divided into groups of 3-4 students each. Each group will have its own question about the book assigned and, then, each member will separately write a double-spaced two-page essay (not more) with their thoughts/conclusions about that question. 50 points for the essay due in class September 8, 50 points for the one due in class on October 20.

Black Seasons Introduction: The Nazi persecution and maltreatment of Jews terrified Jewish communities and families, even if they could not know that the ultimate Nazi aim was genocidal. Many sought means of escape, which often were quite hopeless, but in some cases, and through much fear and hardship, people survived. The burden on Jewish children was particularly hard and, years later, when the surviving children had reached adulthood, their efforts to recount what had happened were particularly difficult.

Individual Extemporaneous Presentation (DUE NOVEMBER 10):

During the last session of the semester, students will be asked to offer a five minute, extemporaneous response to a question posed by the professors. The question will be directly related to material covered over the course of the semester. Students will be given a list of 25 to 30 topics, several weeks in advance. During the extemporaneous response, the student will be asked not to use any notes.

Class policies:

- All written work must be typed and attention should be paid to form (including grammar, punctuation, spelling, and general appearance) as well as content.
- Written and other work will be accepted late without penalty with a documented excuse (doctor's note, etc.). Otherwise, any work turned in late will have a 10% grade deduction (e.g. 100% paper becomes a 90% paper) for every day the assignment is late.

Disability Services

If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to register with the Disability Services Office and provide them with documentation of your disability. They will work with you to determine what accommodations are appropriate for your situation. To avoid any delay in the receipt of accommodations, you should contact the Disability Services Office as soon as possible. Please note that accommodations are not retroactive and disability accommodations cannot be provided until an accommodation letter has been given to me. Please contact Disability Services for more information at Main Hall room 105, 719-255-3354 or dservice@uccs.edu.

Office of Veteran and Military Student Affairs

Military students who have the potential to participate in military activities including training and deployment should consult with faculty prior to registration for any course, but no later than the end of the first week of classes. At this time, the student should provide the instructor with a schedule of planned absences, preferably signed by the student's commander, in order to allow the instructor to evaluate and advise the student on the possible impact of the absences.

In this course, the instructor will consider absences due to participation in verified military activities to be excused absences, on par with those due to other unavoidable circumstances such as illness. If, however, it appears that military obligations will prevent adequate attendance or performance in the course, the instructor may advise the student to register for the course at another time, when she/he is more likely to be successful.

Kraemer Family Library

Library skills are essential to your success as a college student. Librarians are available to help students select and locate appropriate books, articles, and other resources needed to complete

course assignments. Research help is available in person at the Reference Desk, by phone at 719.255.3295, and through email or chat via the Library's website, www.uccs.edu/library.

Title IX

UCCS does not discriminate on the basis of sex in employment or in its education programs and activities, and is committed to providing an environment where all individuals can achieve their academic and professional aspirations free from sex discrimination. UCCS prohibits sex discrimination, including "sexual misconduct," as defined in CU policy. "Sexual misconduct" includes sexual assault, sexual exploitation, intimate partner abuse, gender/sex-based stalking, sexual harassment, and any related retaliation. UCCS does not tolerate acts of discrimination or harassment on the basis of race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy in admission and access to, and treatment and employment in, its educational programs and activities. Faculty, staff and students may report allegations of sexual misconduct, discrimination or harassment to the UCCS Title IX Coordinator. Additional information can be found at www.uccs.edu/equity.

Sexual misconduct, discrimination and harassment reports may be made to:

Office of Institutional Equity

Main Hall, Room 201

(719) 255-4324

equity@uccs.edu

Amanda Allee, Ph.D.

Director of Institutional Equity

Title IX Coordinator

Main Hall 207

(719) 255-3834

aallee@uccs.edu

PRIVACY/COURSE CONTENT NOTE: CU policy requires faculty to report to the Title IX Coordinator any personal disclosure regarding sexual misconduct, discrimination or harassment shared with the faculty by a student. Certain student disclosures to a faculty member whether in person, via email, and/or in classroom papers or homework exercises may be subject to this requirement. While faculty are often able to help students locate appropriate resources on campus, certain disclosures by the student to the faculty require that the faculty inform the Title IX Coordinator to ensure that the student's safety and welfare is being addressed, *even if the student requests that the disclosure be private*. **Students seeking confidential resources on campus may contact The UCCS Wellness Center at 719-255-4444 and located in the Recreation and Wellness Center .**

Copyright Notice: The copyrighted materials provided to you as part of course instruction are made available for learning and research purposes and should not be shared with others. Alternate uses of these works, including making and sharing copies for non-academic purposes, may require permission from the copyright holder. When reusing copyrighted works as part of class assignments you are responsible for

adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with the law visit <http://www.copyright.gov/>.

Classroom and Campus Etiquette

- All students must take a self-health assessment regarding COVID 19 and symptoms (EVERY DAY) before coming to campus. You should carry evidence you have taken the quiz with you on campus.
- As you enter class, I may ask you to show me that you answered the questions on the self-health assessment as you enter the room.
- You are required to wear a face covering which covers your nose and mouth while on campus indoors at all times. This includes in the classroom. Wearing a face shield only is not sufficient for being in-class with faculty. Faculty may remove their face covering if at least 12 feet from students, but students are required to wear a face covering at all times. Students and faculty may wear both a face covering and a face shield when on campus.
- Face masks can't have holes in them. More information can be found here: [https://covid19.uccs.edu/sites/g/files/kjihxj1366/files/inline-files/On-Campus-Face-Covering-Requirements-and-Compliance-\(2\).pdf](https://covid19.uccs.edu/sites/g/files/kjihxj1366/files/inline-files/On-Campus-Face-Covering-Requirements-and-Compliance-(2).pdf)
- Students who do not wear a face covering when entering buildings and classrooms will be asked to leave.
- You are required to stay six feet away from your classmates, and staff and faculty at all times.
- **Faculty have the right to cancel a class** if there are students who do not observe 1) Answering the questions on the safety quiz, 2) wearing a face mask over their nose and mouth, 3) keeping proper social distance, and students who are visibly sick

Group Work in the Classroom

- Periodically you will be asked to engage in small group discussion in the classroom. Even in small groups, we must continue to wear face coverings and maintain social distance guidelines. In class, using Microsoft Teams and Canvas Collaboration tools including chat, whiteboard, and shared documents can enhance small group interaction while maintaining public health guidelines.

What should I do if I am sick?

- The student health center on campus can give you a rapid COVID 19 test if you have the symptoms of COVID 19. It only takes 15 minutes to get your results!
- If you're sick, even with a cold, please stay home to avoid spreading your illness.
- Isolate yourself from others if you are sick and seek medical care

Attendance and Missing quizzes, exams and activities due to illness

- Attendance will be taken at all in-person classes. This is in order to do contact tracing if needed.
- You may be excused from one class activity (quiz or exam, etc.) during the semester if ill. Please don't come to campus sick, even if it's not with COVID 19. Please let me know the day of the quiz or exam (or faculty can decide what's appropriate) before it starts, and I will average the scores of your other exams and quizzes and replace that score.
- If you have a long-term illness we will consider that on a case-by-case basis.

Helpful Sites

- UCCS website for COVID 19: <https://covid19.uccs.edu/>
- UCCS Health Center : <https://uccs.edu/recwellness/health-services>

Excel Centers

The Excel Centers (Communication, Languages, Mathematics, Science, and Writing) continue to provide students with outstanding academic support both in-person and remotely. For details, students should visit the [Excel Support](#) webpage.

Disability Services

Here's a link to the blurb they would like us to put in our Syllabi: <https://disability.uccs.edu/facultystaff/syllabus-statement>
Here is a link to more testing information:
<https://disability.uccs.edu/facultystaff/testing-accommodations>

HNRS 3011

CONVERSATIONS ABOUT COMPLEXITY

Wednesdays 1:40-4:20pm.

Faculty:

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Dr. Joseph Kuzma
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What is HNRS 3011?

Conversations About Complexity is a co-taught, interdisciplinary course designed to familiarize students with the diverse conceptual frameworks and methodologies that are used for investigating complex phenomena across the sciences, arts, and humanities. Featuring guest presentations by complexity-experts from diverse fields, this course will equip students with the competencies required to integrate a multiplicity of social, cultural, and global perspectives into their own areas of study. The ultimate aim of this course is to provide a platform for students interested in expanding their perspectives beyond their major, and translating their specialized, disciplinary knowledge into “real world” action.

This course understands “complexity” as a way of describing any phenomenon, event, situation, or system that cannot be exhaustively analyzed in a reductionistic manner. Complexity is all around us. It is apparent in biology, no less than in the world of information systems and computer programming. It is present in the philosophical study of social or ethical dilemmas, and in the historian’s quest to bear witness to the past. Complexity is likewise evident in the visual and performing arts, as well as in the art of public speaking, Business, Nursing and almost every medical profession when we consider human body and the mind. This course seeks to equip students with the tools needed to discuss complexity, across any of these diverse fields, in an academically rigorous manner. We see the study of complexity as inextricably linked to the broader promotion of community values, such as sustainability and inclusiveness. In discussing complexity, we are also preparing students to participate effectively in a society that encompasses diverse experiences, non-binary perspectives, cultural differences, and realities.

To accomplish these aims, the course features at least six weeks focusing on issues related to sustainability, and six weeks focusing on issues related to diversity and inclusiveness (with an emphasis on identifying and analyzing power dynamics).

Course Learning Outcomes:

By the end of the semester, students will:

1. Develop advanced-level critical and creative thinking skills.
2. Demonstrate proficiency interacting with a community of scholars and experts from a broad range of disciplines.
3. Communicate effectively through a prepared, purposeful Act and Interact panel-presentation.
4. Produce approximately 12 pages (or 3000 words) of high-quality academic writing possibly towards UCCS Honors Program Portfolio requirement in HP curriculum (see item 2 and 4 under course requirement for specific details).
5. Work with the Rocky Mountain Field Institute (and other local non-profit organizations identified by the UCCS Honors Program) and actively participate in UCCS Honors Program's Gray Matters and Complex Systems lecture series and represent UCCS-Honors Program's values, and to undertake learning-service work intended to foster both self-awareness and a deeper understanding of our impact on economic, social, or environmental sustainability at the local, national, and international levels.
6. Acquire competence in discussing issues related to complexity across a variety of disciplines, ranging from science to the arts and humanities.
7. Integrate a diversity of complex viewpoints, moving well beyond one's own disciplinary area of study.
8. Learn to put ideas into action.
9. Act as a responsible, ethical college student while cultivating intellectual curiosity, creativity, critical thinking, analytical reading, and listening skills.
10. Act as a civil and responsible university citizen through the development of civic, ethical, and social competencies.

Diversity, Equity, and Inclusion Statement – The following philosophy is embedded in both UCCS Honors Program vision and UCCS Honors Program Values.

Good intentions are often not enough. To be an ally demands of us that we act. This entails a willingness to speak up when we see inherent biases in our actions, as well as in the actions of others. We promote a mindset of openness toward differing views, and an awareness that we are part of others as much as they are part of us. Novel and innovative plans are developed through collaboration and teamwork which incorporates varying perspectives. DEO leadership means providing time for multiple perspectives to be reasonably vetted so that, if possible, all perspectives are considered. The equitable, dignified treatment of people no matter their creed or background is a human-rights issue, whether it entail rectifying racial injustice or addressing gender inequality. DEI discussions can improve feelings of belonging and promote organizational wellness. Moving forward requires humility to recognize that we do not know everything. We must realize that diversity is *about* all of us, and inclusion *requires* all of us. Therefore, grace and respect are very important.

It is not enough to have a good intent; actions are required to be an ally, and a willingness to speak up when we see inherent biases in our actions as well as the actions of others. It is also a mindset to be open to opposite views, and know they are part of us as much as we are part of them, and that novel and innovative plans are arrived by collaborative teams with varying perspectives. DEI leadership means providing time for multiple perspectives to be reasonably vetted so that, if possible, all perspectives are considered, in a plan to progress. The equitable, dignified treatment of people no matter their creed or background is a human-rights issue, whether it be rectifying racial injustice or addressing gender inequality. DEI discussions can improve feelings of belonging and part of organizational wellness. Both humbleness to recognize that we do not know everything, and understanding that diversity is *about* all of us, and inclusion *requires* all of us; grace and respect are therefore very important.

Required Texts:

- Kuzma, *Philosophy in the Holodeck: Thinking Critically About the Emerging Technology*
<https://he.kendallhunt.com/kuzma>
- PDFs provided on Canvas (see Modules tab)

Grading scale:

900 – 1000	= A
800 -- 899	= B
700 – 799	= C
600 – 699	= D
599 and below	= F

NOTE: +/- grades will be awarded.

Course Requirements:

1) Attendance and Participation (250 points; 1/4 of Final Grade):

- Students are **required** to attend class and actively participate by listening attentively during all presentations/lectures and contributing ideas, thoughts, perspectives, and questions during in-class discussions which may include completed Honors Portfolios presentations. In order to contribute meaningfully, it is imperative for students to complete any assigned readings before the start of class. If a student knows that they will be missing class, the student should contact their instructor ahead of time. Excessive absences will negatively affect one's ability to pass this course or affect the grade which the student deserves.
- Periodically, over the course of the semester, students will be required to meet one-on-one with faculty and portfolio mentors in order to "scaffold" their potential

- portfolio/research projects, and determine what deliverables, such as annotated bibliographies or literature reviews, may need to be completed by the student.
- Additionally, students will be required to participate in a “sustainability-oriented” learning-service project facilitated by the Rocky Mountain Field Institute and/or City of Colorado Springs . Students and faculty will work together on flood-mitigation, trail restoration, or trash clean-up projects as a way of exploring the complex ecological interdependence of society and nature.
 - Participate in UCCS Honors Program supported Gray Matters and Complex Systems seminar series

2) Evaluate and Create, Know and Explore:

Weekly Discussion Posts on Canvas (250 points; 1/4 of Final Grade):

Each week, students will each be required to access the course shell on Canvas and complete a 1+1 Discussion Board assignment pertaining to that week’s course content. The 1+1 assignments entail a total of TWO discussion board posts, and will typically take the following format:

Students will begin by composing a substantive and meaningful post of at least one full paragraph in length in which they select any ONE concept, theory, example, or idea covered in that week’s course content that they found either most interesting or most surprising, and explain it in their own words. Students are encouraged to use supporting quotes from any assigned readings provided in order to bolster their explanations.

Next, each student should complete a second discussion board post comprised of a response to a peer’s initial post. In this response, the student should engage critically and constructively with the specific concept, theory, example, or idea selected by their peer and provide at least one paragraph containing the following:

A detailed analysis of how the peer’s selected concept, theory, example, or idea relates in some way to the themes of sustainability or diversity and inclusion. When discussing diversity and inclusion, students should be particularly mindful to note and discuss the power dynamics at play in the various examples they select.

Additionally, students should seek to draw connections to the six Honors program values:

- fostering empathy and compassion for others including oneself.
- embracing the realization that there are always multiple and diverse perspectives.
- recognizing that both collective wisdom and individual solutions may be appropriate alternatives to creative problem-solving.
- supporting diversity and inclusion in action and thoughts.
- exhibiting open-mindedness, self-reliance, intellectual curiosity, personal responsibility, and integrity.
- promoting the understanding of and appreciation for scientific and scholarly discourse.

Note: the format will differ for March 2, March 16, and April 6. On these weeks, students will answer “Thinking Critically” questions at the end of the assigned reading chapters for the week.

3) Act and Interact:

Panel Presentation (250 points; 1/4 of Final Grade):

Toward the end of the semester, each student will participate in a panel presentation intended to facilitate scholarly dialogue on issues related to complexity. Around Week 10 of the semester, each student will declare a topic for their portfolio research. It may be ANY topic related to complexity/grayness. Topics may be drawn from class discussion, assigned readings, or guest speaker presentations – or they may be drawn from the student’s own area of academic study.

For the panel presentation, each student should prepare an overview of their chosen topic including the following: some discussion of what sources and methods they plan to use in their research, a plan of action for completing their work, a list of possible professors or mentors that they seek to ask for help, a general overview of some concepts and ideas that they expect to research, and an overview of how their topic pertains to the topics of diversity/inclusion, sustainability, and the six Honors Program core values.

Detailed guidelines for these presentations will be provided in class. Experts from the campus community, as well as from the community-at-large, will be invited to attend the panel presentations in order to further facilitate an inclusive and diverse culture of learning.

4) 3-4 Page Portfolio Blueprint (250 points; 1/4 of Final Grade):

- Following the completion of their Panel Presentation, students will take on-board constructive feedback from their professors, peers, and members of the community, and submit a 3-4 page Portfolio Blueprint document. This is not a formal essay, or even an essay outline. It is more like a written overview of the material presented during the Panel Presentation. Students should include a provisional “abstract,” including a thesis statement. However, these items may be modified as student’s research progresses. These blueprints will be submitted on Canvas, and will later be featured on the Honors Program website.

Disability Services

If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to register with the Disability Services Office and provide them with documentation of your disability. They will work with you to determine what accommodations are appropriate for your situation. To avoid any delay in the receipt of accommodations, you should contact the Disability Services Office as soon as possible. Please note that

accommodations are not retroactive and disability accommodations cannot be provided until an accommodation letter has been given to me. Please contact Disability Services for more information at Main Hall room 105, 719-255-3354 or dservice@uccs.edu.

Office of Veteran and Military Student Affairs

Military students who have the potential to participate in military activities including training and deployment should consult with faculty prior to registration for any course, but no later than the end of the first week of classes. At this time, the student should provide the instructor with a schedule of planned absences, preferably signed by the student's commander, in order to allow the instructor to evaluate and advise the student on the possible impact of the absences.

In this course, the instructor will consider absences due to participation in verified military activities to be excused absences, on par with those due to other unavoidable circumstances such as illness. If, however, it appears that military obligations will prevent adequate attendance or performance in the course, the instructor may advise the student to register for the course at another time, when she/he is more likely to be successful.

Title IX

UCCS does not discriminate on the basis of sex in employment or in its education programs and activities, and is committed to providing an environment where all individuals can achieve their academic and professional aspirations free from sex discrimination. UCCS prohibits sex discrimination, including “sexual misconduct,” as defined in CU policy. “Sexual misconduct” includes sexual assault, sexual exploitation, intimate partner abuse, gender/sex-based stalking, sexual harassment, and any related retaliation. UCCS does not tolerate acts of discrimination or harassment on the basis of race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy in admission and access to, and treatment and employment in, its educational programs and activities. Faculty, staff and students may report allegations of sexual misconduct, discrimination or harassment to the UCCS Title IX Coordinator. Additional information can be found at www.uccs.edu/equity.

Sexual misconduct, discrimination and harassment reports may be made to:

Office of Institutional Equity

Main Hall, Room 201

(719) 255-4324

equity@uccs.edu

Amanda Allee, Ph.D.

Director of Institutional Equity

Title IX Coordinator

Main Hall 207

(719) 255-3834
aallee@uccs.edu

PRIVACY/COURSE CONTENT NOTE: CU policy requires faculty to report to the Title IX Coordinator any personal disclosure regarding sexual misconduct, discrimination or harassment shared with the faculty by a student. Certain student disclosures to a faculty member whether in person, via email, and/or in classroom papers or homework exercises may be subject to this requirement. While faculty are often able to help students locate appropriate resources on campus, certain disclosures by the student to the faculty require that the faculty inform the Title IX Coordinator to ensure that the student's safety and welfare is being addressed, *even if the student requests that the disclosure be private*. **Students seeking confidential resources on campus may contact The UCCS Wellness Center at 719-255-4444 and located in the Recreation and Wellness Center.**

Course Schedule – Spring 2021

This course will feature guest presenters from a variety of disciplines, each focusing on complexity and complex issues from a unique perspective.

Each presenter will specify how complexity relates to their respective areas of research specialization, and how it connects with other major themes in this course, including: diversity, inclusion, sustainability, “grayness,” non-binary thinking, and real-world practice.

In the schedule below, we note where these major themes will be discussed.

January 19: Course Introduction; Syllabus Overview

Presenters: Dr. Sudhanshu Semwal and Dr. Joseph Kuzma

Major Themes:

Diversity, Inclusion, Power Dynamics, and Sustainability framed as Complex Systems based on two main principles: (a) local interaction creates global phenomena; and (b) Gray Matters – that Gray exist in many forms and many levels, and this gray (or non-binary) phenomena can be framed as Complex Systems based on the concept that all Gray Matters and Complex Systems are sensitive to initial conditions.

January 26: What is Complexity? What is a Complex System?

Presenter: Dr. Sudhanshu Semwal – Computer Science

Major Themes:

Diversity, Inclusion, Power Dynamics, and Sustainability framed as Complex Systems based on two main principles: (a) local interaction creates global phenomena; and (b) Gray Matters – that Gray exist in many forms and many levels, creating Complex Systems that are sensitive to initial conditions.

February 2: Complexity and Understanding Religion and Science
Presenter: Dr. Karen deVries – Philosophy

February 9: Complexity in Gray Matters: A special presentation
on story-telling using films on complex systems
Presenter: Dr. Sudhanshu Semwal – Computer Science

February 16: Complexity in Equity, Diversity and Inclusion: Social Equity issues
across our society.
Presenter: Dr. Andrea Herrera – Associate VC for Equity Diversity
and Inclusion

Complexity of Human-Environment Interactions and Sustainability
Presenter: Kimberly Reeves – UCCS Dir. of Sustainability

February 23: The Complexity of Death Investigations
Presenter: Janna Kessler – El Paso County Deputy Coroner

March 2: Complexity of AI and the Ethics of Humanoid Robot Design
Presenter: Dr. Joseph Kuzma – Philosophy

(read Chapters 1 & 2 of *Philosophy in the Holodeck* before class)

Complex issues in the Sociology of Family, Health, and Wellbeing
Presenter: Dr. Esther Lamidi – Sociology

March 9: Complexity, Yoga, and Phenomenology
Presenter: Chelsea Demanche

March 16: Complexity and the Future of Warfare

Presenter: Joseph Kuzma – Philosophy

(read Chapter 5 of *Philosophy in the Holodeck* before class)

Complexity of Texas Turtles

Presenter: Carol Pina – UCCS Honors Program

March 30: Complex Issues in History

Presenter: Dr. Robert Sackett - History

(view film before class)

April 6: Complexity in Sustainable Farming

Presenter: Dr. Nanna Meyer

Complexity of Surveillance and Privacy

Presenter: Dr. Joseph Kuzma – Philosophy

(read Chapter 6 of *Philosophy in the Holodeck* before class)

April 13: More Issues in Complexity Science

Presenter: Dr. Sudhanshu Semwal – Computer Science

April 20: Empathy in Virtual Environments

Presenter: Dr. Deborah Pina-Thomas – Nursing

April 27: Act & Interact: Panel Presentation Day

May 4: Portfolio Blueprint Due; Semwal's Presentation with HNRS 4950 and CS 7060 student presentations

HNRS4950: Honors Portfolio Spring 2022

SK Semwal Department of Computer Science

E-mail: ssemwal@uccs.edu

www.cs.uccs.edu/~semwal

Office Hours: by appointment

Introduction

This course is intended to demonstrate the student's ability to think critically and to engage in a project of active learning within the student's major field of studies. The portfolio will integrate acquired knowledge and skills which student has gained through several experiences in the UCCS Honors Program including Gray Matters and Complex Systems Seminars, laser focused gray matters movie events providing an opportunity to UCCS Honors Program student to learn and celebrate cultural diversity, respect many perspectives which are different then their own, and work towards becoming global citizen and be proud of our own heritage through discussions led by HP-faculty after these movie events, and engage in volunteering in the community. UCCS Honors Program portfolios are that designed to produce upon its successful completion a sense of mastery and intellectual accomplishment that goes significantly beyond classroom learning, beyond a capstone project. Instead we are focused on longitudinal learning where graduate students and undergraduate students co-mentor under the guidance of portfolio mentors, first and second readers of the HP- portfolio. The students in the class will present a short presentation based on their portfolio and articulate that in front of students ranging from freshmen to graduate students.

This course is designed for students in the UCCS University and Mountain Lion Honors Programs or consent of instructor. Student can always take this course online anywhere anytime by selecting a complexity-explorer online option which is being offered by UCCS Honors Program in conjunction with UCCS-IASP's relationship with Complexity Explorer Community.

Please send an email to Dr. Semwal (ssemwal@uccs.edu) requesting a meeting during his office hours (4:30-5pm Wed). If this office hour does not work, then contact by email with a phone number to reach you during the second day of the course by August 23, 2021. Thank you.

Thanks to Mary Rupp The Honors Program portfolio collection of HNRS 4950 are all currently published as part of UCCS Digital Collections.

The student will achieve by demonstrating the following based on their chosen area of study:

A document, a piece of art, a framework, a movie, an animation, a poster, a thesis project, or a portfolio where a student, using topics and tools in their chosen area of study, can explain their narrative and understanding about any of the following: an experience, a problem, a case study, a theater production, a research project, a study abroad experience, or a computer program analysis, exhibiting the student's learning of Gray Matters.

Please have one-on-one meeting with the instructor, so that the scope, extent of your portfolio, and its completion can be achieved on time. It is possible that you have chosen an area/topic which you are already working with another faculty mentor, then please contact Dr. Semwal so that we can coordinate the deadlines with that professor. There is an expectation that HNRS 4950 portfolio will be presented as 20 minutes presentations in HNRS GPS1010/3010 classes MW 1:40-4:20pm as an attempt to possibly provide mentorship to incoming cohorts in the UCCS Honors Program. If you cannot attend these classes, please contact the Semwal for reasonable accommodation which will normally be provided by UCCS Honors Program based on individual unique circumstances.

Welcome.

Deadlines and framework

The student should work with the instructor so that the extent of the demonstration and scope can be established. There are following deadlines for the Honors Program portfolio. *If these deadlines do not work for you, please have a conversation with the Honors Program faculty who has been assigned as Mentor and work with different approved deadlines which are **mutually agreeable** to the student and thire professor mentor.*

- Phase I: One page portfolio proposal due (10 percent). **Deadline 3rd week of the HNRS 3011 or GPS1010/3010 class where student will present s short (5 minute) presentation.**
- Phase II: Project Progress/demonstration (50 percent) Deadline on or before **7 or 8th week of the class. *Phase II will be something substantial which shows a reasonable progress towards the completion of the work student and instructor (Portfolio mentor) has determined ending for the prtfolio course.*** This report will become part of a report you are expected to write and complete with Phase III (final) submission.
- Final Report Presentation (40 percent) by 10-12the week of the course. And based on the schedule in HNRS 3011 or GPS1010/3010 classes where these project might be presented. Because of the interdisciplinary nature of Honors Program portfolios (HNRS 4950) final reports, the report may have different formats, agreed between the student and instructor. The report will be reviewed by students' mentor and two UCCS honors program Faculty (readers). **Student is expected to present a 20 minute presentation to GPS1010/3010 or HNRS 3011 students (Wed 1:40-4:20) online on MS Teams. Ask for those details to HNRS 3011 instructors for a time of presentation.**
- Required for the grade to be posted: End of the semester deadline applies to students to upload their portfolio report to UCCS Digital library

collection. Portfolio mentor would contact Ms. Mary Rupp after the document is approved by Faculty Portfolio mentor, and two faculty readers. Please expect at least a few hours for uploading this report to the Library website based on Library instructions. Instructions are sent by Mary Rupp, HP's Library Liaison once the instructor (Semwal) has approval of mentor and two readers.

Late submissions: under extreme circumstances (such as job related or illness), an extension would be provided on an individual basis.

Policy on Late Drop

A late drop will be approved only if there is documented evidence that the student was prevented from attending a significant number of classes by circumstances beyond his or her control.

Office Hours

By appointment. Contact the Instructor (Portfolio Mentor).

CS 7060: GMI Portfolio and Complexity Explorer

Online sections

SK Semwal Department of Computer Science

www.cs.uccs.edu/~semwal

Office Hours: by appointment

Faculty:

Dr. Sudhanshu Semwal

Department of Computer Science

Director of UCCS-Honors Program

ssemwal@uccs.edu

Introduction

This course is intended to demonstrate the student's ability to think critically and to engage in a project of active and experiential learning within in the area of complex systems and/or also supporting student's MSCSGMI program portfolio.

Supported by Santa Fe Institute's Complexity Explorer™ high quality courses, GMI portfolio's Complexity Explorer Series is a unique collaboration. A student in consultation with Dr. Semwal would work towards a topic of interests in in either the GMI area and/or a complex systems area.

A student will read Chapters 1-7 of the book on Complexity by Melanie Mitchell or student must have taken GPS1010/3010 (pdf of this book is available online, 20%) to get this credit.

- The seminar will integrate acquired knowledge and skills as a term report (8-16 pages).
- successful completion of attending three-five GPS 1010/3010 or HNRS 3011 course lectures on MSTeams on Wed 1:40-4:20pm during the semester, and contributing to those classrooms discussions while attending. Student is supposed to attend at least 5 or more of those class room meetings of either GPS 1010/3010 or HNRS 3011 courses offered between Wed 1:40-4:20pm (20%).
- Either work on MSCS-GMI portfolio (50%) or select a Complexity Explorer online course (50%). A complete list of complexity explorer's courses is available at their website, some examples are: Fractals and scaling, fundamentals of NetLogo, introduction to dynamical systems and chaos, and agent based modeling, a student would be allowed to select another relevant course after approval by the instructor. Please note that the student must receive a certification of completion from SFI Explorer and so these courses may require 4~6+ hours a week on independent online learning on SFI explorer website.
- Based on students' interest, some programming and implementation is expected in the term report, especially those who are working on the GMI Portfolio – an implementation is necessary in that case and 50% would be distributed as follows: 25% Phase I demo (7-8th week), and 25% Phase two demo (15th week).
- Present May 4th, a 20-minute presentation (10%) on the report (16th week, Wed: 1:40-4:20pm)

Please send an email to Dr. Semwal (ssemwal@uccs.edu) requesting a meeting an MSTeams meeting during his office hours. If the office hours do not work, then contact by email with a

phone number to reach you during the first week of the course or by August 25th, 2021 or before.

CS 7060 portfolio students are expected to also present 20 minutes presentations in GPS 1010/3010 class. If you for some reason feel that the class time on Wed 1:40-4:20pm will not work, please contact the instructor for accommodation.

Welcome.

Deadlines and framework

- If final document is a report which you are expecting to submit then the report should be about 8-16 pages. If you belong to Engineering or Computer Science then IEEE, ACM or Springer format can be used. Ask the professor for a template document and paper so that you can get used to what is expected. Other department or colleges might have different formats, and instructor will respect that so let the instructor know.
- There are following deadlines for the capstone project. *If these deadlines do not work for you, please have a conversation with the Professor and work with different deadlines which are **mutually** agreeable to the student and the professor.*
- One page term proposal due (10 percent). **Third week of the semester** (e-mail submission of the text file). A brief plan satisfying the term report requirement is expected.
- Phase I: Project Progress/demonstration (50 percent) Deadline on 7-8th week of the class. Demonstration times are in class. ***Phase II also will include a 4 to 6 page written possibly a survey of student's experience using complexity explorer or their project focus or set of 5 papers they have consulted for research or implementation or something substantial which shows a good ending for the seminar course.*** This survey will become part of a term paper report you are expected to write and complete with Phase III (final) submission.
- Final Report/Demonstration (40 percent) (PhaseII). Deadline **15th week for the final demo and 16th week for** 8-16 pages report and 20 minutes presentation in GPS1010/3010 or HNRS 3011 class. The report would also include one-page executive summary or abstract, survey of existing techniques, description of what the hypothesis and how that was completed.
- **Late submissions** of demonstration would be accepted, but with a penalty of 30 percent of the grade for that Phase if submission is within a week. No Phase III reports will be accepted after Deadline of November 20th, 2020. Under extreme circumstances (such as job related or illness), an extension would be provided on an individual basis.
- **Policy on Late Drop**
- A late drop will be approved only if there is documented evidence that the student was prevented from attending a significant number of classes by circumstances

beyond his or her control.

Office Hours

By appointment. Please send direct email at ssemwal@uccs.edu

- You are welcome to discuss/talk about the course any time you find me free. If I am busy outside the office hours then please do return at some later time so that I could answer your questions. You could also send me an e-mail at ssemwal@uccs.edu.

Course Learning Outcomes:

- **By the end of the semester, students will:**
- Develop advanced-level critical and creative thinking skills.
- Demonstrate proficiency interacting with a community of scholars and experts from a broad range of disciplines.
- Produce approximately 8-16 (6000 to 8000+) words of high-quality academic writing possibly towards their graduate work.
- Integrate a diversity of complex viewpoints, moving well beyond one's own disciplinary area of study.
- Learn to put ideas into action.
- Act as a responsible and self-learning and self-driven person: ethical college student while cultivating intellectual curiosity, creativity, critical thinking, analytical reading, and listening skills.
- Student must also be proactive and practice self-compassion which includes reporting any problems and issues facing the student to the instructor.
- Act as a civil and responsible university citizen through the development of civic, ethical, and social competencies.