

SLA Honors Program

Development Plan

2015-2020

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I.

Introduction

The SLA Honors Program was established in April 2014 at the instigation of then Associate Dean for Academic Affairs, Tom Davis. The Honors College had recently made such school based programs possible, and Dean Davis saw the significant opportunity this opened up for the SLA. Thus, Dean Davis presented the SLA Faculty Assembly with a proposal for establishing a SLA Honors Program, which was passed by the Faculty Assembly. The basic structure of the new program was the adaptation of the Honors College requirements for the SLA for students entering the program after the first semester of their freshman year, modeled on the similar program for the Kelley School of Business. The requirements for admission were: 1.) 3.5 GPA; and 2.) at least 15 credit hours taken at IUPUI. Requirements for the program itself were:

1. maintain at least a 3.3 GPA;
2. 24 credit hours of honors courses;
3. at least 15 of the 25 credit hours have to be in SLA;
4. earn at least 1 honors credit each semester.

These requirements were, naturally, in addition to the general SLA requirements and university requirements for graduation. Time was of the essence, and Dean Davis' hard work and vision were essential. Prof. Eric Saak was appointed as the new Academic Advisor for the new SLA Honors Program, and the first intake of students was in the Fall of 2014.

The first year of operation was, for the first year of operation, a success. Nineteen students finished the first year of the Honors Program. Involvement of the students, however, was very low. It became clear something needed to be done to address this issue, especially with the very low numbers of applications for the second intake of students (8). The program, it was felt by the Advisor, lacked coherence. There was in addition a "marketing/pr" problem, with no website constructed, and little to no advertisement of the program. Moreover, aside from a general, generic honors notation upon graduation, there was no structure or coherence to the program in general. Students did not, with few exceptions, make use of Prof. Saak for purposes of advisement, which was seen, perhaps, as understandable given that Honors students had available to them Honors College advisors, SLA advisors, and departmental advisors. The 24 Honors credits would consist primarily, if not exclusively, of Honors Contracts, with no overall,

or overarching goal to the program itself, aside from the completion of the requirements. Student engagement and coherence of the program itself were seen as related issues. Yet no administrative structures were in place to deal with the problems faced effectively or efficiently. It was unclear who was responsible for what and who had the authority to undertake actions, including with respect to budget. In attempt to address this problem, Prof. Saak created an unofficial Steering Committee for the Honors Program. Yet more is needed. To address the experienced problems with the SLA Honors Program, the present Development Plan is proposed.

The document that follows consists of a proposed Strategic Plan for the SLA Honors Program for 2015-2020, followed by concrete proposals for meeting that plan. The Development Plan will be submitted to the SLA Faculty Assembly for approval, which, should it be received, will give the proposals sanction for implementation. Such approval would also establish the organizational structure for the SLA Honors Program as detailed below, investing such structure with the appropriate authority for the administration of the program, under the auspices of the Dean of SLA. Thus this proposal is submitted for adoption by the SLA Faculty Assembly as the foundational document for the SLA Honors Program.

Faithfully Submitted by:

Professor Eric Saak
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II.

Strategic Plan 2015-2020

The following Strategic Plan for the SLA Honors Program is designed to contribute to and to enhance the Strategic Plan of the IUPUI School of Liberal Arts, which is here included implicitly, including its Mission, Aspiration, and Core Values.

Mission Statement: To offer highly motivated, outstanding Liberal Arts majors greater depth and breath in pursuing their degree and career goals, in keeping with the Core Values of the IUPUI School of Liberal Arts, by further developing and enhancing students' analytical and critical thinking skills; their cultural literacy; their ability to come to a sophisticated understanding of the Liberal Arts as they impact our present world; and their ability to communicate that understanding with highly developed oral and written communication skills. The SLA Honors Program's fundamental conviction is that such skills are not only essential preparation for our students' future careers, but are also those that are requisite for the educated, informed citizen locally, nationally, and internationally. Our over-arching goal, therefore, is to educate students to become effective world citizens.

The SLA Honors Program Graduate:

- *has highly developed critical thinking, written and oral communication, and analytical skills;*
- *has sophisticated textual competency;*
- *has a broad understanding of the Liberal Arts Tradition and of the imperative of the Liberal Arts for our World today;*
- *has the ability to analyze, critique, and reflect upon ethical and moral concepts as they relate to social, political, and intellectual dimensions of society.*

Goals:

1. To Create Organizational Structure for the Program
2. To Create A Cohesive SLA Honors Curriculum
3. To Increase Interest and Involvement in the SLA Honors Program
4. To Increase Recognition of SLA Honors Program Throughout the Campus
5. To Better Harmonize Interaction between SLA Honors Program and Honors College

Goal 1: To Create Organizational Structure for the Program

Key Strategies:

- Create an organizational flow chart with clearly delineated responsibilities and authority for the various administrative functions/offices
- Create a Steering Committee
- Create Student Governmental Structures

Goal 2: To Create A Cohesive SLA Honors Curriculum

Key Strategies:

- Create entry level SLA Honors Program Honors Seminar
- Create a 300 Level course on Texts and Interpretation
- Require Senior Thesis/Project
- Develop Honors Sections of select SLA courses
- Identify BA Competency Coursework to be Required
- Create Degree Maps for Freshman, Sophomore, and Junior intakes

Goal 3: To Increase Interest and Involvement in the SLA Honors Program

Key Strategies:

- Develop a SLA Honors Website
- To Include SLA Honors in SLA Advising
- To Include SLA Honors in SLA Recruitment
- To Develop Student Leadership Opportunities
- To Profile SLA Honors at Job Fairs
- To clearly delineate SLA Honor students' responsibilities and expectations

Goal 4: To Increase Recognition of SLA Honors Program Throughout the Campus

Key Strategies:

- To Continue To Report on and Profile SLA Honors at SLA Faculty Assemblies
- To Develop avenues for collaboration between SLA Honors and other School Honors Programs
- To work more closely with the Honors College

- To develop a marketing/pr strategy and plan for SLA Honors

Goal 5: To Better Harmonize Interaction between SLA Honors Program and Honors College

Key Strategies:

- To establish better lines of communication and organizational symbiosis between SLA Honors and the Honors College
- To further incorporate first-year SLA Honors College students within the SLA Honors Program
- To include the Director of the SLA Honors Program in the selection process of first-year Honors College students
- To establish regular meetings between SLA Honors Program and Honors College
- To better synchronize the activities and communications of the SLA Honors Program and Honors College

III.

Proposals

To meet the goals of the Strategic Plan, the following Proposals are presented:

A. Organizational Structure

The SLA Honors Program is ultimately under the auspice of the Dean of the School of Liberal Arts, with direct oversight of the Associate Dean of Academic Affairs. Currently, the only other official administrative function is that of the Academic Advisor. It is proposed:

- 1.) to establish a Director of the SLA Honors Program, who will also function as Academic Advisor;
- 2.) to establish a standing Steering Committee for the SLA Honors Program, consisting of the following:
 - a. the Associate Dean of Academic Affairs;
 - b. the Director of the SLA Honors Program;
 - c. a Representative from the SLA Office of Student Affairs;
 - d. a SLA Faculty Representative;
 - e. a Representative from the SLA Advising; and
 - f. an Honors Student Representative.

The Director would be responsible for the general operation of the Honors Program, including, but not limited to: the organizing and scheduling of events of the Program; advising the Program's students; further Program development; admission and orientation processes; marketing and recruitment; representing the Program within SLA, the Honors College, and the university community; the Program's budget; and Program evaluation. The Director would be expected to submit yearly reports on the Program to the Dean of SLA.

The Steering Committee would be responsible for the direct oversight of the Program's operation, serving in an advisory capacity for the Director, and undertaking such tasks and responsibilities as deemed required and/or desired by mutual agreement of the Director and the individual members of the Steering Committee and/or of the Steering Committee itself.

Further delineation of responsibilities with regard to, for example, website administration and student records, would be clarified.

B. Requirements

Admission: Requirements for admission to the SLA Honors Program would remain unchanged, whereby the SLA Program would accept all incoming Freshmen in Liberal Arts admitted directly into the Honors College, and would have procedures to accept continuing students as already established (3.5 GPA; at least 15 credits completed at IUPUI; at least four semesters remaining until graduation, necessary to complete the requirements of the Program itself).

The Director will seek to be more actively involved with the admission of incoming Freshmen to the Honors College, as well as in the recruitment of potential incoming Freshmen. The possibility of having two rounds of applications per AY has already been discussed, and such discussions will continue, whereby, for example, there would be a round of applications early in the Spring Semester and then again in late Spring or early Summer (after Spring semester grades have been posted).

Program: Changes to the requirements of the Program itself are hereby proposed, with the intent to offer greater cohesion to the SLA Honors Program as such. These proposals are directly related to the changes proposed for the curriculum, discussed in detail below. The proposed changes to the requirements are as follows (requirements unchanged are not here mentioned; see again curriculum section below).

- While 24 credit hours of Honors courses would still be required for successful completion of the SLA Honors Program, and whereas the distribution of those 24 credit hours whereby 15 must be taken within SLA would remain as well, the 15 credit hours of honors courses within SLA would be defined as follows:
 - SLA Honors Seminar I (SLA H215; see curriculum below);
 - SLA Honors Seminar II: Texts and Interpretation (SLA H315; see curriculum below), for which SLA Honors Seminar I would be a prerequisite;
 - Six credit hours of Honors 499, Senior Thesis, over two consecutive semesters;
 - At least 3 credits of Honors in a 300 or 400 level course in one's major.

C. Curriculum

To give more coherence to the SLA Honors Program, new courses are proposed together with the creation of honors sections of existing courses. In addition, curriculum enhancement consisting of participation in the RISE Program and Honors Housing would be central and

strongly advised, though not as such required. The proposed curriculum changes are as follows:

- Develop two new required courses:
 - SLA Honors Seminar H215: This is designed as a 200 level seminar for new honors students. Seminars will be capped at 15. Seminars will be devoted to an interdisciplinary theme that spans specific departments and will be applicable to the Liberal Arts as such. A common text will serve as the basis for the seminar. Students will read the common text together with the instructor, and will present their own research into their chosen theme based on the text;
 - SLA Honors Seminar H315: Texts and Interpretation: One of the foundational aspects of the Liberal Arts is the interpretation of texts, broadly defined. This required course would focus on texts and their interpretation, providing SLA Honors students with a foundational understanding of their respective disciplines; whereas the proposed 200 level Honors Seminar for new Honors Students would be a variable titled course, focused on a common text, this 300 level seminar would then provide students with a more abstract, theoretical understanding of the Liberal Arts, what they are based on, and their importance for our world today;
 - These two courses would be related, whereby H315 would build upon H215, with the latter serving as a prerequisite for the former. Thus in the sample syllabi below, which have been designed as being taught by Prof. Saak, the common text of H215 is Augustine's *Confessions*, supplemented with lectures and readings of two biographies of Augustine. The *Confessions* will be studied in depth. Then in H315, a recent monograph on Augustine will be analyzed in terms of historiographical traditions, evidentiary base, and form, as well as content, for which the students will be well prepared based on their previous study of the *Confessions* and of Augustine in H215. The intent is that the same instructor will offer H215 and H315 to the same cohort of students, focused on a text within the instructor's area of research expertise. This does not, however, require the students to follow H215 and H315 with an honors thesis/project (Honors 499) based on the same theme. H315, focusing as it does on texts and interpretation, is designed for the students to present a preliminary proposal for their senior thesis/project based on the theoretical work done in the course, for which a recent monograph will serve as a model dealing with the same theme, author, text, etc. as the text selected for H215, offering students a laboratory experience of sorts in Liberal Arts as a model for their own research in Honors 499. Instructors are free to select a text of their choice for H215 and a corresponding monograph for H315

to preserve the coherence of the sequence, even as students are encouraged to develop their own themes and interests.

- Develop Honors sections of existing courses. Courses such as Sociology 100: Introduction to Sociology; Religion 133: Introduction to Religion; Philosophy 110: Introduction to Philosophy have sufficient enrollment that the possibility of offering independent honors sections of these courses, and potentially others, could result in having sufficient enrollment. It would be envisioned that the honors sections would be capped at 15. This could then be an issue for advising, namely, students likely to be eligible for the Honors Program would be advised to take the Honors section of these courses, which would be open to members of the Honors Program or at the discretion of the Instructor. By having independent honors courses, rather than an honors section within a ‘regular’ course, students could have a genuine honors experience with these courses. It would further help develop group identity among the honors students. Such sections would also certainly be open for students admitted directly into the Honors College, regardless of major.
- Require Honors 499 Senior Thesis for six credits as a two-semester course: A two-semester sequence (Fall/Spring) course consisting of the research and writing of the senior honors thesis will be required. Either Honors H499 will be used and adapted specifically for this purpose, or a new SLA Honors Thesis two-semester course will be developed. Students will work on a research project with a faculty supervisor/mentor, as well as meet regularly with the instructor of the course, presenting their work to the group for feedback. The result will be a 40 page minimum senior thesis or its equivalent. The first semester of the course will focus primarily on project development, thesis formulation, methods of analysis, and research, while the second semester will focus primarily on the writing of the thesis, with a complete draft due by the end of March or early April at the latest.

By requiring two SLA Honors seminars, one for newly admitted SLA Honors Students and one on the 300 level, combined with requiring a senior thesis (or equivalent), the Program will provide students with a clearer, more defined, more cohesive, and rigorous program than currently offered. Students would be expected to work closely with the Academic Advisor to construct their individualized Honors Program within their major given the requirements. The senior thesis/project would serve as their capstone course for the program and for their departmental major, for which departments will be asked to accept the thesis/project as fulfilling their capstone requirement. Alternatively, the departmental capstone course could substitute for the first semester of the Honors Thesis. While there would be less choice in the Program for students, there would be a coherent, academic structure for them to pursue to ensure that their Honors Degree within their major is truly an Honors Degree within their major. Examples of Curriculum maps, or “pathways to graduation” are as follows, which would be used as models for advising:

SLA Honors Program—Degree Maps

Freshman Admits:

[SLA Honors Courses to be developed would replace H-Contracts]

Year 1Fall

Communication R110

Eng W131

Phil. 110/120

Foreign Language

Science

[H-Contract in one of the above]

Spring

Eng. W231/250/270/290

Foreign Language

Math 118/119/159/221

CCSCI-N 200/201/207/211/Info-I 101

Religion R113/212

[H-Contract in one of the above]

Year 2Fall

Foreign Language

Hist. 113/108

Lib. Arts. Elective/major lower div.

Phil. P265 (Intro to Symbolic Logic)

Elective

[H-Contract in one of the above]

Spring

Foreign Language

Hist. 114/109

Lib. Arts. Elective/major lower div.

Science

Econ E202 (Macro)

[H-Contract for one of the above]

[Summer: Study Abroad/Internship]

Year 3Fall

Major Course (H-Contract)

Major Course

Sociology 110

SLA 215

300/400 LA Elective

Spring

Major Course

300/400 LA course

Independent Study (major)

SLA 315

300/400 LA Elective

[Summer: Study Abroad]

Year 4Fall

Senior Seminar (major)/capstone

Major Course

Major Course

Major Course

LA Elective 300/400

Spring

Senior Thesis (major)

Major Course

Major Course

Lib. Arts. Elective (300/400)

Elective

Sophomore Admits:

Year 1

Fall

Communication R110

Eng W131

Phil. 110/120

Foreign Language

Science

Spring

Eng. W231/250/270/290

Foreign Language

Math 118/119/159/221

CCSCI-N 200/201/207/211/Info-I 101

Religion R113/212

Year 2

Fall

Foreign Language

Hist. 113/108

Lib. Arts. Elective/major lower div.

Phil. P265 (Intro to Symbolic Logic)

SLA Honors Seminar

Spring

Foreign Language

Hist. 114/109

Lib. Arts. Elective/major lower div.

Science

Econ E202 (Macro)

[H-Contract for one of the above]

[Summer: Study Abroad/Internship]

Year 3

Fall

Major Course

Major Course

Spring

Major Course

300/400 LA course

Sociology 110

Independent Study (major)

SLA H215

SLA H315

300/400 LA Elective

300/400 LA Elective

[H-Contract in one of the above except 350] [H-Contract for 2 above]

[Summer: Study Abroad]

Year 4

Fall

Senior Seminar (major)

Major Course

Major Course

Major Course

LA Elective 300/400

Spring

Senior Thesis (major)

Major Course

Major Course

Lib. Arts. Elective (300/400)

Elective

- Curriculum Enhancement: While the proposed structural changes to the Program's requirements would be foundational to the Program's academic cohesion, additional factors would be strongly recommended in order to provide a "Comprehensive Integrated Academic Experience" (CIAE). Such "curriculum enhancement" components of the Program are, though not limited to, the following:
 - Participation in Program Extra-Curricular Activities: The Director would continue to organize and arrange for extra-curriculum activities. During its first year of operation, the SLA Honors Program organized a series of "Meet Your Professors" events, which allowed students to hear from senior professors how they viewed and view their careers and disciplines, answering the question of why they do what they do and how they come to do what they do; such events gave students the opportunity to see "up close and personal" the Liberal Arts at work, so to speak, as well as the opportunity to have one-on-one interaction with leading IUPUI SLA professors. In addition, the program organized a special SLA Honors Program session with David Herd, the SLA Director of Career Development, and a special session on SLA Scholarships. Participation in these events, with the exception of the Scholarships practicum, was very low. This will need to be addressed. Yet such programming does support the program and enhance its curricular objectives, thus adding cohesion to the concept of CIAE.
 - Honors Housing: While the Honors College does make available to SLA Honors students Honors Housing, such opportunities can be further developed specifically designed for SLA Honors students. This would entail, in addition to the practical details, coordination to ensure that SLA Honors Housing would be genuinely part of the SLA Honors Program and experience.
 - Student Government: while a preliminary attempt to establish student government and leadership opportunities for SLA Honors students was attempted in the first year of operation, there was insufficient interest expressed in doing so. This will need to be addressed, for student involvement in the Program's continued development and its operation is, it is assumed, directly correlated with student engagement and involvement.
 - RISE Program: SLA Honors Students would be strongly encouraged to participate in the RISE Program. The senior thesis would meet the research component of RISE. Internships and study abroad opportunities (see degree maps above) could be incorporated into their programs with relative ease, thus further enhancing the Program itself, CIAE, and serve to promote the SLA Honors program as such.

The above then summarizes the current proposals for the further development of the SLA Honors Program with the goal of meeting the goals and objectives of the Program's Strategic Plan as

detailed above. The current proposal, with the support of the Dean and the Steering Committee, will be submitted to the SLA Faculty Assembly for approval during the 2015/2026 AY.

IUPUI

FALL 2016

Dr. E.L. Saak
 CA 503N
 Office Hours: TR.: 12:00-1:00 p.m.
 (and by appointment)
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SLA H215

HONORS SEMINAR: AUGUSTINE'S *CONFESSIONS*

SECTION XXXXX
 TBD
 TBD

Description

This course is a required course for all new members of the SLA Honors Program. The course is a seminar, focused on the intensive, common reading of a given text, a classic of the western Liberal Arts tradition, supplemented by lectures. Students will read the text together, and will present on assigned sections of the text. The Professor will introduce the text, provide context and insights, and guide students in their reading and interpretations. The text selected for this section of the course is Augustine's *Confessions*.

... [To be filled in regarding the importance of Augustine's *Confessions*]

The issues he raised are still ones we face as students of the Liberal Arts, of central, indeed fundamental importance to our society and culture of today, not simply as a relic of the past, but as essential for our understanding of ourselves and our world culture today. This is indeed the purpose of this seminar and the reason it is required of all incoming Liberal Arts Honors students: to reflect on the impact of the Liberal Arts tradition as it remains foundational for our understanding of "the educated individual" today, and how the Liberal Arts tradition continues to serve an essential function for our contemporary, post-modern world.

Goals and Perspectives

The goals of the course are as follows:

1. For students to gain an in depth understanding of a major classic text in the Liberal Arts traditions, its impact/influence, its historical context, and its continued relevance for the Liberal Arts in today's world;
2. The Development of Research and Writing skills to a sophisticated level based on a detailed and focus research projected;
3. Oral presentation skills;

4. The development of sophisticated textual analysis skills, preparing the students for the proposed course SLA H315: Texts and Interpretation, likewise required for SLA Honors students;
5. To foster the IUPUI Principles of Undergraduate Learning through extensive reading and writing assignments, as well as in class discussion;

Principles of Undergraduate Learning (PULs)

The PULs form the conceptual framework for the general education of IUPUI students. The main PUL for this course is Critical Thinking (2). For a complete list of the PULs please visit: <http://www.iport.iupui.edu/selfstudy/tl/puls/>

Required Texts:

Augustine's *Confessions*. Trans. Henry Chadwick. Oxford World Classics. Oxford: Oxford University Press, 2009.

Peter Brown, *Augustine of Hippo*

James O'Donnell, *Augustine*

Gillian Clark, *Christianity and Roman Society*. Cambridge: Cambridge University Press, 2004.

Others handed out in class

Grading and Requirements

The requirements for this course consist of weekly class participation; a class presentation; and a research paper of 12-15 pages, developed from the class presentation. A Guide to Writing the research paper will be posted on Oncourse, and the instructor will provide guidelines to the students for the class presentations. The requirements for and expectations of both the presentations and the papers will be discussed in class. All students are required to attend the class meetings, to come to class prepared, and to participate in the class discussions. The final grade will be determined based on the following:

Class Participation:	30%
Class Presentation:	30%
Research Paper:	40%
<hr/>	
Total:	100%

This course uses the following grading scale:

A 93-100%

A- 90-92%

B+ 87-89%

B 83-86%

B- 80-82%

C+ 77-79%

C 73-76%

C- 70-72%

D 60-69%

F 59% and below.

Only in rare occasions will the grades of A+, or of D+ or D- be employed. These letter grades are then applied to IUPUI's standard grading scale for terms of GPA:

Standard Letter Grading - used in GPA calculation	
Grade	Points
A+	4.0 (highest passing grade)
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3

C	2.0
C-	1.7
D+	1.3
D	1.0
D-	0.7 (lowest passing grade)
F	0.0 (failing grade)
<u>FN</u>	Given to those students whose lack of attendance is the basis for a failing grade; last date of attendance will be required; will appear on transcript as F.
<u>FNN</u>	Given to those students who never attended the class; will appear on transcript as F.

The standard grading scale utilized by the IUPUI Registrar can be found at:

<http://registrar.iupui.edu/gradecover.html>.

P/F, W, I Grades

Grades of 'W', or 'I' are given only with permission of instructor. Please see the instructor as soon as possible if you feel you need to withdraw from the course or to receive an incomplete for the course. In such cases, please in addition consult the IUPUI Registrar:

<http://registrar.iupui.edu/gradecover.html>.

Attendance

I expect each and every student to attend each and every class. More than two unexcused absences will result in a loss of a full grade; each subsequent unexcused absence will result in a further loss of a full grade. Excused absences must be cleared by the instructor. Only the most extraordinary of circumstances will excuse more than three absences.

University Policies:

Academic Integrity

Please note that I will not tolerate cheating, and will punish any student caught cheating with the full severity allowed me by IUPUI regulations, which could include being suspended permanently from the course and automatically assigned an 'F' as a final grade, as well as further

disciplinary measures. I view cheating any of the following: 1) Plagiarism of any kind, by which I mean: copying all or part of another student's paper; handing in papers written for you by someone else; failure to properly footnote direct quotations, paraphrased passages, or opinions of other scholars (including authors of Cliff Notes and other such study aids) in essays written outside of class. Plagiarism also consists of using material from the WWW without using quotation marks and proper citation. Plagiarism is easy to detect. Do not do it! If you have any questions whether you are plagiarizing material, please ask me about it before hand! Once a paper is turned in, it is too late and the paper, if plagiarized, is subject to the penalties mentioned above; 2) collaborating on any in-class exam; 3) copying the answers of any other student during an in-class exam In short, **DO NOT CHEAT AND DO NOT PLAGIARISE! YOU WILL BE CAUGHT AND PUNISHED!** Please refer to the IUPUI Student Code of Conduct: <http://www.iupui.edu/code/> for information regarding penalties and procedures in cases of academic misconduct: cheating, plagiarism, etc.

Administrative Withdrawal

A basic requirement of this course is that you will participate in class and conscientiously complete writing and reading assignments. Keep in touch with me if you are unable to attend class or complete an assignment on time. If you miss more than half our class meetings within the first four weeks of the semester without contacting me, you will be administratively withdrawn from this section. Our class meets twice per week; thus if you miss more than four classes in the first four weeks, you may be withdrawn. Administrative withdrawal may have academic, financial, and financial aid implications. Administrative withdrawal will take place after the full refund period, and if you are administratively withdrawn from the course you will not be eligible for a tuition refund. If you have questions about the administrative withdrawal policy at any point during the semester, please contact me.

Resources for Students:

Student Advocate

The Student Advocate Office is located in the Campus Center, Suite 350, and can be contacted by phone at 278-7594 or email at stadvoc@iupui.edu. For more information, visit the Student Advocate website at <http://www.life.iupui.edu/advocate/>

Adaptive Educational Services

Students needing accommodations because of physical or learning disabilities should contact Adaptive Educational Services, Taylor Hall (UC), Room 137: <http://aes.iupui.edu/>

Counseling & Psychological Services

Students who wish to seek counseling or other psychological services should contact the CAPS office by phone at 274-2548 or email at capsindy@iupui.edu. For more information, visit the CAPS website at <http://life.iupui.edu/caps/>

Schedule of Lectures and Discussions [*Fall 2015 schedule used for illustrative purposes*]

Week 1

T Aug. 25: Introduction: The Significance of Augustine
 R Aug. 27: The Enigma of the *Confessions*
 Readings: *Confessions*, Introduction; selected articles to be handed out

Week 2

T Sept. 1: Peter Brown's Augustine
 R Sept. 3: Peter Brown's Augustine
 Readings: Brown, *Augustine of Hippo*

Week 3

T Sept. 8: James O'Donnell's Augustine
 R Sept. 10: James O'Donnell's Augustine
 Readings: O'Donnell, *Augustine. A New Biography*

Week 4

T Sept. 15: Creating Augustine: Augustine and his Reception
 R Sept 17: Studying Augustine: Scholarly Traditions and Achievements
 Reading: Saak, "Lives of Augustine" (hand out), from *The Oxford Guide to the Historical Reception of Augustine*

Week 5

T Sept. 22: The World of Augustine
 R Sept. 24: The Embattled Augustine
 Readings: Clark, *Christianity and Roman Society*

Week 6

T Sept. 29: Texts and Interpretations
 R Oct. 1: Reading Augustine: Historical, Social, and Literary Approaches

Reading: selected articles

Week 7

T Oct. 6: Reading Augustine: Theological, Philosophical, and Political Approaches

R Oct. 8: Presentation: *Confessions* book 1

Reading: *Confessions*, book 1

Week 8

T Oct. 13: Presentation: *Confessions* book 2

R Oct. 15: Presentation: *Confessions* book 3

Readings: *Confessions* books 2 and 3

Week 9

T Oct. 20: No Class—Fall Break

R Oct. 22: Presentation: *Confessions* book 4

Reading: *Confessions* book 4

Week 10

T Oct. 27: Presentation: *Confessions* book 5

R Oct. 29: Presentation: *Confessions* book 6

Reading: *Confessions* books 5 and 6

Week 11

T Nov. 3: Presentation: *Confessions* book 7

R Nov. 5: Presentation: *Confessions* book 8

Reading: *Confessions* books 7 and 8

Week 12

T Nov. 10: Presentation: *Confessions* book 9

R Nov. 12: Presentation: *Confessions* book 10, part I

Reading: *Confessions* books 9 and 10

Week 13

T Nov. 17: Presentation: *Confessions* book 10, part II

R Nov. 19: Presentation: *Confessions* book 11, part I

Readings: *Confessions* book 11

Week 14

T Nov. 24: Presentation: *Confessions* book 11, part II

R Nov. 26: No Class—Thanksgiving

Week 15

T Dec. 1: Presentation: *Confessions* book 12

R Dec. 3: Presentation: *Confessions* book 13

Reading: *Confessions* books 12 and 13

Week 16

T Dec. 8: Augustine's Legacy

R Dec. 10: So What?

Week 17

R Dec. 17: Final Paper Due by 3:00 p.m.

The above schedule, assignments, and procedures are subject to change in the event of extenuating circumstance, with the exception of the date and time of the Final Examination.

IUPUI

FALL 2016

Dr. E.L. Saak
 CA 503N
 Office Hours: TR.: 12:00-1:00 p.m.
 (and by appointment)
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SLA H315

TEXTS AND INTERPRETATION

SECTION XXXXX
 TBD
 TBD

Description

This course is a required course for all members of the SLA Honors Program. Texts form the foundation for all the Liberal Arts, yet the problems of what a text is, how it is created and transmitted, and how it is to be interpreted are extremely complex and are prerequisite to understanding and meaning. Thus such issues are ones we still face as students of the Liberal Arts, and are of central, indeed fundamental importance to our society and culture of today as essential for our understanding of ourselves and our world culture. The internet and digital media have transformed human communication, yet we remain in a “textual condition,” and indeed do so as never before. To analyze and understand this textual condition is indeed the purpose of this course, for which SLA H215 is a prerequisite. In analyzing the “phenomena” of texts, the course reflects on the impact of the Liberal Arts tradition as it remains foundational for our understanding of “the educated individual” today, and how the Liberal Arts tradition continues to serve an essential function for our contemporary, post-modern world.

The course is primarily a seminar and colloquium, supplemented with lectures by the instructor. Class participation is essential, and the course requires extensive reading and writing assignments. This course is prerequisite to Honors 499 Senior Thesis, and one of the major goals of the course is to have students develop a research proposal for their senior thesis/project, based on a sophisticated analysis of the evidentiary basis therefor.

Goals

The goals of the course are as follows:

1. To give students a sophisticated understanding of the problems involved in the interpretation of the evidentiary basis for research in the Liberal Arts;
2. To give students a broad introduction to various interpretive theories relevant for Liberal Arts research;

3. To give students the basic tools for interpreting texts and the skills needed to recognize how other scholars have used, or have not used, such tools;
4. To give students insight into the art and practice of the Liberal Arts and their imperative importance for our world today;
5. To develop the students' analytical and critical thinking skills, as well as their oral and written communication skills; and
6. For students to develop a research proposal for their senior Honors thesis/project

Principles of Undergraduate Learning (PULs)

The PULs form the conceptual framework for the general education of IUPUI students. The main PULs for this course are Understanding Society and Culture (5) and Critical Thinking (2). For a complete list of the PULs please visit: <http://www.iport.iupui.edu/selfstudy/tl/puls/>

Required Texts:

- Quentin Skinner, *The Return of Grand Theory in the Human Sciences*. Cambridge: Cambridge University Press, 1990
- Terry Eagleton, *Literary Theory: An Introduction*. 3rd Ed. Minneapolis: University of Minnesota Press, 2008.
- Marth Howell and Walter Prevenier, *From Reliable Sources: An Introduction to Historical Methodology*. Ithaca: Cornell University Press, 2001.
- Hans-Georg Gadamer, *Truth and Method*. 2nd Ed. London: Continuum, 2004.
- Hayden White, *The Content of the Form. Narrative Discourse and Historical Representation*. Baltimore: John Hopkins University Press, 1990
- Jerome J. McGann, *The Textual Condition*. Princeton: Princeton University Press, 1991.
- Catherine Conybeare, *The Irrational Augustine*. Oxford: Oxford University Press, 2006
(copies will be provided)

Grading and Requirements

The requirements for this course consist of weekly class participation (20%); a class presentation (20%); seven short (1 to 2 pages) essays (of which the top six grades will count 5% of the total grade each; total 30%) and a research paper of 12-15 pages designed as a proposal for the senior thesis. A Guide to Writing the research paper will be posted on Oncourse, and the instructor will provide guidelines to the students for the class presentations and short essays. The requirements for and expectations of both the presentations and the papers will be discussed in class. All

students are required to attend the class meetings, to come to class prepared, and to participate in the class discussions. The final grade will be determined based on the following:

Class Participation:	20%
Seven Short Essays	30%
Class Presentation:	20%
Research Paper:	30%
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Total:	100%

This course uses the following grading scale:

A 93-100%

A- 90-92%

B+ 87-89%

B 83-86%

B- 80-82%

C+ 77-79%

C 73-76%

C- 70-72%

D 60-69%

F 59% and below.

Only in rare occasions will the grades of A+, or of D+ or D- be employed. These letter grades are then applied to IUPUI's standard grading scale for terms of GPA:

Standard Letter Grading - used in GPA calculation	
Grade	Points
A+	4.0 (highest passing grade)

A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
D-	0.7 (lowest passing grade)
F	0.0 (failing grade)
<u>FN</u>	Given to those students whose lack of attendance is the basis for a failing grade; last date of attendance will be required; will appear on transcript as F.
<u>FNN</u>	Given to those students who never attended the class; will appear on transcript as F.

The standard grading scale utilized by the IUPUI Registrar can be found at:
<http://registrar.iupui.edu/gradecover.html>.

P/F, W, I Grades

Grades of 'W', or 'I' are given only with permission of instructor. Please see the instructor as soon as possible if you feel you need to withdraw from the course or to receive an incomplete for the course. In such cases, please in addition consult the IUPUI Registrar:
<http://registrar.iupui.edu/gradecover.html>.

Attendance

I expect each and every student to attend each and every class. More than two unexcused absences will result in a loss of a full grade; each subsequent unexcused absence will result in a

further loss of a full grade. Excused absences must be cleared by the instructor. Only the most extraordinary of circumstances will excuse more than three absences.

University Policies:

Academic Integrity

Please note that I will not tolerate cheating, and will punish any student caught cheating with the full severity allowed me by IUPUI regulations, which could include being suspended permanently from the course and automatically assigned an 'F' as a final grade, as well as further disciplinary measures. I view cheating any of the following: 1) Plagiarism of any kind, by which I mean: copying all or part of another student's paper; handing in papers written for you by someone else; failure to properly footnote direct quotations, paraphrased passages, or opinions of other scholars (including authors of Cliff Notes and other such study aids) in essays written outside of class. Plagiarism also consists of using material from the WWW without using quotation marks and proper citation. Plagiarism is easy to detect. Do not do it! If you have any questions whether you are plagiarizing material, please ask me about it before hand! Once a paper is turned in, it is too late and the paper, if plagiarized, is subject to the penalties mentioned above; 2) collaborating on any in-class exam; 3) copying the answers of any other student during an in-class exam In short, DO NOT CHEAT AND DO NOT PLAGIARISE! YOU WILL BE CAUGHT AND PUNISHED! Please refer to the IUPUI Student Code of Conduct: <http://www.iupui.edu/code/> for information regarding penalties and procedures in cases of academic misconduct: cheating, plagiarism, etc.

Administrative Withdrawal

A basic requirement of this course is that you will participate in class and conscientiously complete writing and reading assignments. Keep in touch with me if you are unable to attend class or complete an assignment on time. If you miss more than half our class meetings within the first four weeks of the semester without contacting me, you will be administratively withdrawn from this section. Our class meets twice per week; thus if you miss more than four classes in the first four weeks, you may be withdrawn. Administrative withdrawal may have academic, financial, and financial aid implications. Administrative withdrawal will take place after the full refund period, and if you are administratively withdrawn from the course you will not be eligible for a tuition refund. If you have questions about the administrative withdrawal policy at any point during the semester, please contact me.

Resources for Students:

Student Advocate

The Student Advocate Office is located in the Campus Center, Suite 350, and can be contacted by phone at 278-7594 or email at stuadvoc@iupui.edu. For more information, visit the Student Advocate website at <http://www.life.iupui.edu/advocate/>

Adaptive Educational Services

Students needing accommodations because of physical or learning disabilities should contact Adaptive Educational Services, Taylor Hall (UC), Room 137: <http://aes.iupui.edu/>

Counseling & Psychological Services

Students who wish to seek counseling or other psychological services should contact the CAPS office by phone at 274-2548 or email at capsindy@iupui.edu. For more information, visit the CAPS website at <http://life.iupui.edu/caps/>

Schedule of Lectures and Discussions [*Fall 2015 schedule used for illustrative purposes*]

Week 1

T Aug. 25: Introduction
R Aug. 27: What is a Text?: Critical Editions and Editorial Theory

Week 2

T Sept. 1: Pictures and Frames
R Sept. 3: Texts, Artifacts, and Art
Readings: White, *The Content in the Form*

Week 3

T Sept. 8: Non-written Texts
R Sept. 10: The Metaphysics of Texts
Readings: McGann, *The Textual Condition*

Week 4

T Sept. 15: How to Say X of Y
 R Sept 17: Theory, Belief, and the Politics of Textuality
 Reading: Skinner, *The Return of Grand Theory*

Week 5

T Sept. 22: Genres, Forms, and Functions
 R Sept. 24: What is Literature?
 Readings: Eagleton, *Literary Theory*

Week 6

T Sept. 29: Texts as Historical Artifacts
 R Oct. 1: Time, Text, and Meaning: Creating the Past and Thinking Historically
 Reading: Howell and Prevenier, *From Reliable Sources*

Week 7

T Oct. 6: Understanding and Explanation
 R Oct. 8: The Aesthetic Experience
 Reading: Gadamer, *Truth and Method*

Week 8

T Oct. 13: Hermeneutics and Meaning
 R Oct. 15: What is Method?
 Readings: Gadamer, *Truth and Method*

Week 9

T **Oct. 20: No Class—Fall Break**
 R Oct. 22: What is Meaning?
 Reading: Gadamer, *Truth and Method*

Week 10

T Oct. 27: Hermeneutics and the Liberal Arts
 R Oct. 29: What is Truth?
 Reading: Gadamer, *Truth and Method*

Week 11

T Nov. 3: Interpreting Interpretations: Historiography and the *Status Questionis*
 R Nov. 5: Interpreting Interpretations: The Mechanics of Scholarship and The Glory of Footnotes
 Reading: Conybeare, *The Irrational Augustine*

Week 12

T Nov. 10: Presentations

R Nov. 12: Presentations

Week 13

T Nov. 17: Presentations

R Nov. 19: Presentations

Week 14

T Nov. 24: Presentations

R Nov. 26: No Class—Thanksgiving

Week 15

T Dec. 1: Presentations

R Dec. 3: Presentations

Week 16

T Dec. 8: Presentations

R Dec. 10: So What?

Week 17

R Dec. 17: Final Paper Due by 3:00 p.m.

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