**HONORS 101: THE BIG PICTURE.** FALL 23. FRASER HALL 102. MONDAY. 4:00 - 5:20.

Honors 101 is like no other course in the Honors College.

Across the First-Year Sequence (FYS) and beyond, Honors courses are exploratory, small-group, dialogue- intensive experiences. As you’re discovering in Honors 103, each professor is different, each syllabus is unique, and each classroom is its own. But Honors 101 is different. It’s in a lecture hall. Row after row is full. More than two-hundred first-year students sit together, faced forward, eyes toward a stage.

Consider this a challenge. What can you make of this experience? How will we bring the principles and processes of Honors 103 into a room with an actual echo? How will you prevent lecture hall from being lecture hall? How will you cultivate creativity, solidarity, ingenuity? In short: *What will we make together?*

Over the next ten weeks, you’ll hear from your professors and you’ll meet students who sat in those seats before you. You’ll read and question, do and undo. As an introduction to the hows and whys of the Honors experience, we will spend this quarter exploring the three foundational questions of the FYS:

***What must we change and challenge to create the classrooms we desire?*** ***What could it mean to trust in uncertainty and to explore without intent?***

***How can selfless learning empower the communities we inherit, inhabit, and establish?***

As an experience shared by all incoming Honors students, Honors 101 is an opportunity:

* to invest in the possibilities of yourselves and one another;
* to practice identifying and questioning assumptions, expectations, and intentions;
* to engage in classroom acts of vulnerability, creativity, and risk-taking;
* to experiment with unfamiliar modes of process, inquiry, and dialogue;
* to embrace the challenges and responsibilities of building an equitable, exploratory classroom.

All of which is to say: we’re thrilled that you’re here and we’re ready to learn from you.

**Readings and required text.** Readings will be few, but your preparedness to discuss readings, your readiness to reference and access readings during class are expected. Some will be provided, but the following text is **required** and is **available at the** [**Western Associated Students Bookstore**](https://bookstore.wwu.edu/default.asp)**:**

**Nick Sousanis, *Unflattening*. Harvard University Press, 2015.**

**A tentative schedule.** Yes, the schedule may end up exactly as it appears below, but, you know,

“tentative” leaves maneuver room.

# Week 1. Monday, October 02.

An introduction to Honors 101 and how it isn’t Honors 103 and how the challenge is invention.

# Week 2. Monday, October 09.

On *Unflattening*.

# Week 3. Monday, October 16.

Our first of three open-ended dialogues between students and faculty of the Honors College:

*How can selfless learning empower the communities we inherit, inhabit, and establish?*

# Week 4. Monday, October 23.

On *Anthology 101*. Part 1.

# Week 5. Monday, October 30.

Our first Faculty Focus! This week: Dugger! Elezović! Linneman! Martindale!

# Week 6. Monday, November 06.

Our second of three open-ended dialogues between students and faculty of the Honors College:

*What could it mean to trust in uncertainty and to explore without intent?*

# Week 7. Monday, November 13.

On *Anthology 101*. Part 2.

# Week 8. Monday, November 20.

Our second Faculty Focus! This week: Brian! Dunn! Goldman! Hummel!

# Week 9. Monday, November 27.

Rest yourself! (Meaning: no class.)

# Week 10. Monday, December 04.

Our final open-ended dialogue, this time featuring Honors students and Honors students only:

*What must we change and challenge to create the classrooms we desire?*

**Diversity, Equity, and Inclusion.** Vulnerability is essential to our work. And vulnerable work requires vulnerable space. Open classrooms, free critique, unguarded discussion—these are the hallmarks of equitable learning environments. But these spaces and classrooms and discussions and critiques can only exist through respect, care, attention, and commitment to one another and ourselves.

Confronting our assumptions, foregrounding the disparities between us, and accepting that we do, in fact, bring discordant advantages and circumstances into our room, we will begin to see these differences, as Audre Lorde puts it, “as a fund of necessary polarities between which our creativity can spark like a dialectic.” And this work is on us. Not on our readings. Not on the authors and artists we encounter. Us.

**Assignments.** In addition to the readings mentioned above, discussion board prompts, questions, requests, and instigations will be assigned. ***Discussion assignments will be posted on Tuesdays by no later than noon and must be submitted by Sunday at 11:59PM.***

**Assessment.** Honors 101 will be graded Satisfactory/Unsatisfactory (S/U).

**Concerning the First-Year Sequence (FYS).** Under the rubric of “Navigating the Human Experience,” first-year students develop habits of inquiry characteristic of the Honors Program. In addition to allowing students to better understand their own values and principles, these courses also provide the first-year cohort with opportunities to shape their own unique community.

**Concerning the Honors Interdisciplinary Minor.** Students who successfully earn the Honors Interdisciplinary Studies Minor will have:

* experimented with unfamiliar modes of process, inquiry, and dialogue by engaging with challenging, diverse materials in both textual and non-textual forms;
* engaged in improvisational exchange with diverse others, particularly by opening conversations and generating lines of inquiry;
* cultivated an appreciation for the generative potential of unlearning and not-knowing, in part by undertaking willful acts of creativity, interdependence, and vulnerability in the classroom;
* acquired substantial knowledge of the ways that the methods, tools, and discourses of academic disciplines have been developed and deployed in a variety of historical periods and geographical locations, as well as by the individuals and communities within them;
* demonstrated fluency in the mobility of disciplinary-specific methods, tools, and discourses,

especially their generative potential when combined with the methods, tools, and discourses from other fields of inquiry;

* undertaken in sustained, rigorous, and relevant work that integrates the methods, tools, and discourses of several academic disciplines;
* immersed themselves in a community of practice, thereby expanding their appreciation for self- awareness and sustainability, ambiguity and complexity, contingency and difference;
* engaged in regular acts of service to the communities in which they are locally embedded: the Honors community, the broader campus community, and/or communities in Whatcom County; and
* deployed, and will continue to employ, each of the above in everyday life.

**Absences.** All students are allowed one (1) absence without advance notice. After your given absence,

**you must contact Dr. Scott Linneman in advance of any further absence**. Please be aware:

* You are responsible for all assignments given during or after any class session you miss (including your given absence).
* Absences will be treated on an individual, case-by-case basis at the discretion of Dr. Linneman. This discretion will also determine the extent to which excessive or uncommunicated absences affect your final grade.
* In its pursuit of equitable learning environments, the Honors College will grant exceptions in support of:
  + Documented disability accommodation. Please send Faculty Notification Letters to Dr. Linneman through the myDAC portal at the start of the quarter. For further information, please see the [Disability Access Center](https://disability.wwu.edu/).
  + Reasons of faith or conscience under the auspices of a religious denomination, church, or religious organization. Students must provide written notice of the accommodation within the first two (2) weeks of the quarter, or at least three (3) weeks prior to the date of accommodation. If the exact date of a religious observance is variable (e.g., pending official sighting of the moon), faculty will work with the student to include options to provide accommodation one day before or after the expected date.

Health accommodation resulting from a *Medical Leave of Absence* issued by the [Student Health Center](https://studenthealth.wwu.edu/). Regarding illness—including symptoms of the flu or COVID-19—the Student Health Center encourages students to make mature decisions when they are too sick to attend class.

**General tenets of contact.**

* Guarantee that you are receiving email [notifications from Canvas](https://community.canvaslms.com/docs/DOC-10624-4212710344);
* Plan to check your WWU email accounts and Canvas announcements at least once daily;
* Ask for help or clarification. Always. Anytime.

**Communication. You should feel free to contact any FYS instructor concerning 101.** Two requests:

* Allow 24-48 hours for response (although actual response-time could be hours).
* Be aware that response to emails on weekends or holidays is up to instructor discretion and should not be expected.

**Office Hours.** Please see individual instructors for information concerning office hours and availability. You may also, at any time, [schedule an appointment with an instructor or advisor of your choosing](https://honors.wwu.edu/meet-honors).

**University Policies.** Please familiarize yourself with [**the complete list of Western Washington**](https://syllabi.wwu.edu/)[**University policies**](https://syllabi.wwu.edu/)and the [**Office for Student Services**](https://www.wwu.edu/overview-student-services)**.**

**COVID-19 Safety Information.** For COVID-19 Information and the latest guidance, please visit Western’s [COVID information page](https://www.wwu.edu/coronavirus).

**Disability, Equitable Access, and Accommodations.** This course will be accessible to all of you regardless of disabilities. If you have a disability, you will be provided equitable access to educational experiences and opportunities. If, at any point in the quarter, you find yourself not able to fully access the space, content, and experience of this course, please first contact the [Disability Access Center (DAC)](http://disability.wwu.edu/) to discuss potential accommodations. Faculty and staff partner with the DAC in the implementation of accommodations.

If you already have accommodations set up through the DAC, please be sure to send your Faculty Notification Letter to Dr. Scott Linneman, through the myDAC portal, and reach out so we can discuss how your approved accommodations apply to this course. If you are unsure if accommodations are appropriate for you, [contact the DAC](http://disability.wwu.edu/) (or 360-650-3083) for more information, temporary assistance, or connections to other resources.

**Integrity.** Western Washington University seeks to build a [culture of integrity](https://provost.wwu.edu/about-integrity-western) “where individuals are accountable for their actions (or inaction), where everyone can trust that processes are equitable, and where mistakes are addressed with support and an opportunity for growth.” That pursuit, in all of its complexities, will be furthered in our classroom.

**Academic Honesty.** Whether in the form of footnotes, endnotes, or in-text parentheses, any assignment that uses or addresses sources that do not originate with its author must include citations. There are many reasons why, but there are three that are often—and easily—overlooked:

* Think of all those times you’ve been frustrated by a feeling of ineptitude in classroom discussion. Or stared, dumbfounded, into the whiteness of a Word doc. Or felt overwhelmed by the monumental unburdening that accompanies the completion of a hard-fought final. The sources that you use are byproducts of those same experiences.
* Immersive use of sources is dialogic. The analytical and communicative skills you develop this term— and throughout your academic careers—can enable you to engage and navigate incredibly complex subjects, spaces, and institutions, and you’re going to need help. The authors of those sources, in very real ways, are your partners.
* Your written coursework has a readership! Citations allow your readers to access your sources when they want to know more.

As for technical specifications: you can use Chicago, APA, or MLA; regardless of documentation style, if you don’t already know about [Purdue OWL](file:///C:\Users\donfred\Desktop\Files%20for%20syllabus\owl.purdue.edu\owl\purdue_owl.html), you should. For additional resources on standards and procedures related to plagiarism and academic integrity, see [WWU Libraries](http://libguides.wwu.edu/plagiarism). For complete information about the university’s Academic Honesty Policy, see the University Catalog, [Appendix D](https://catalog.wwu.edu/content.php?catoid=10&navoid=1794).

**Equity, Equal Opportunity & Civil Rights.** Instructors at Western are committed to an environment free of discrimination and harassment. The laws, as well as Western’s equal opportunity and sexual misconduct policies, protect everyone against discrimination based on: Race, Color, Creed, Religion, National Origin, Sex (including pregnancy and parenting status), Disability, Age, Veteran Status, Sexual Orientation, Gender Identity and Expression, Marital Status, or Genetic Information. For more information, contact the [Civil Rights and Title IX](https://crtc.wwu.edu/) [Compliance](https://crtc.wwu.edu/) (360-650-3307). If you feel the classroom climate does not reflect this commitment, you are encouraged to discuss this with your instructor. Instructors can also provide you with information about reporting options and confidential support resources. Like other Western employees (except counselors and medical staff), instructors are required to report instances of discrimination or sexual violence to the [Title IX Coordinator.](https://crtc.wwu.edu/compliance/title-ix) For confidential support, contact [Survivor Advocacy Services](https://cwc.wwu.edu/survivorservices) and the [Counseling Center.](https://counseling.wwu.edu/) To report a concern or make a complaint, see [Reporting a Concern & Making a Complaint.](https://wp.wwu.edu/officeofstudentlife/reporting-a-concern-or-complaint/) **Gender Neutral Restrooms.** A map showing the locations of gender neutral restrooms is available from the Campus Maps website. (See [Campus Maps](http://www.wwu.edu/campusmaps/).) See also: [Updating Personal](https://lgbtq.wwu.edu/pronouns_gender_faq/) [Pronouns and Gender Identity](https://lgbtq.wwu.edu/pronouns_gender_faq/) and [Pronoun Customization in Online Learning.](https://wp.wwu.edu/wwutlc/2021/08/31/pronoun-customization-in-online-learning/)