

Seminar Syllabus

Integrated Studies 0001: The Self in Transformation

University of Pennsylvania, Fall 2024

This course is all about you! Or more broadly, the course is about the transformation and development of the Self over time as seen from two perspectives: Philosophy and Psychology. This syllabus is for the Friday seminar part of the course, taught by three instructors:

Dr. Tal Arbel (she/her) — talabel@sas.upenn.edu

Office Hours: Cohen Hall 175, TBD. (Enter the College Office on the first floor of Cohen and ask for my office at Reception.)

Dr. Kristian Taketomo (he/him) — taketomo@sas.upenn.edu

Office Hours: Hill Club Lounge, Fridays, 2:45-4:00pm and by appointment.

Dr. Julio R. Tuma (he/him) — tuma@sas.upenn.edu

Office Hours: Tuesday 2:00-3:20pm in Cohen 435 and by appointment.

[Come say hello to us in our office hours! The point of office hours is for us to get to know each other better, and for you to let us know what special interests you bring to the course and what challenges you anticipate.]

Seminars are scheduled to meet on Fridays for 50 minutes:

Seminar 301: 10:15 to 11:05 a.m. with Dr. Arbel in Hill Seminar Room.

Seminar 302: Noon to 12:50 p.m. with Dr. Arbel in Hill Seminar Room.

Seminar 303: Noon to 12:50 p.m. with Dr. Taketomo in Hill Club Lounge

Seminar 304: 1:45 to 2:35 p.m. with Dr Taketomo in Hill Club Lounge.

Seminar 305: 1:45 to 2:35 p.m. with Dr. Tuma in Hill Seminar Room.

Seminar 306: 3:30 to 4:20 p.m. with Dr. Tuma in Hill Seminar Room.

Overview

This course begins your intellectual journey in the Integrated Studies Program, as we delve into the fields of Philosophy and Psychology.

The Friday seminars are a cornerstone of ISP. In them, you will learn strategies for integrating—that is, thinking creatively using ideas from different fields of research. You will explore how to combine insights from Philosophy and Psychology, as well as investigate how the interactions between disciplines open up new ways of understanding what it means to be a self in the world.

Friday seminars also serve as the primary venue for expressing and discussing ideas with your peers. As you participate, we encourage you to work on honing the skills and building the confidence you will need to effectively communicate your ideas. We will often continue conversations that began earlier in the week, discuss the content of the two streams from the previous week, explore new connections between them, and prepare for seminar assignments.

Since this is a discussion-based seminar, ***attendance is mandatory and part of your seminar grade***. We expect you to engage in serious debate, deep thinking, attentive listening, and courteous dialogue.

If you miss a seminar, you must file a Course Absence Report, though this is not a guarantee that you will receive credit for the absence. You may be asked to do additional work or simply not have an opportunity to make up the missed class. Observed absences in other streams of the course may also be considered in the calculation of your Attendance & Participation grade.

Seminar Commitments:

Respect for one another

We may discuss hot-button issues, such as class, race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. You will expect professional courtesy and sensitivity from your instructors, and they will expect the same from you.

Statement on Names and Pronouns

In our classroom, it is important that we refer to everyone by their names and by their pronoun. Pronouns can be a way to affirm someone's gender, but they can also be unrelated to a person's gender. They are simply a public way in which people are referred to in place of their name (e.g., “he” or “she” or “they” or “ze” or many others). In this classroom, you are invited but not required to share the pronouns you use (or the pronouns you want to use in this particular space), and we ask that all of us commit to being attentive to and using each other's pronouns. If you accidentally misgender someone or use an incorrect pronoun for them, please simply correct yourself to their pronoun. If during the course you would like us to change the pronoun we are using for you, please let us know.

Bathroom Statement

An all-gender bathroom is available in Arch (room G06) and in Hill House (e.g., just south of Hill Club Lounge). Additional all-gender bathrooms are available in Locust Walk 3609 (rooms 107, 209, 306), the Graduate Student Center 3615 Locust Walk (rooms 207, 307), and Robbins House 3537 Locust Walk (rooms 204 and 304). For an up-to-date map of all-gender restrooms on campus, see [here](#).

Name Designation Statement

The University of Pennsylvania is committed to providing an equitable and safe experience for students whose birth name and/or legal name does not reflect their gender. Any student, including transgender, genderfluid, genderqueer, gender diverse, non-cisgender and cisgender students who wish to designate a name different from their birth or legal name can do so by editing their Personal Information page in Path@Penn. For additional Preferred First Name, Pronouns, and Gender Identity Information, see <https://srfs.upenn.edu/student-records/update-data>.

Commitment Statement Soliciting Feedback

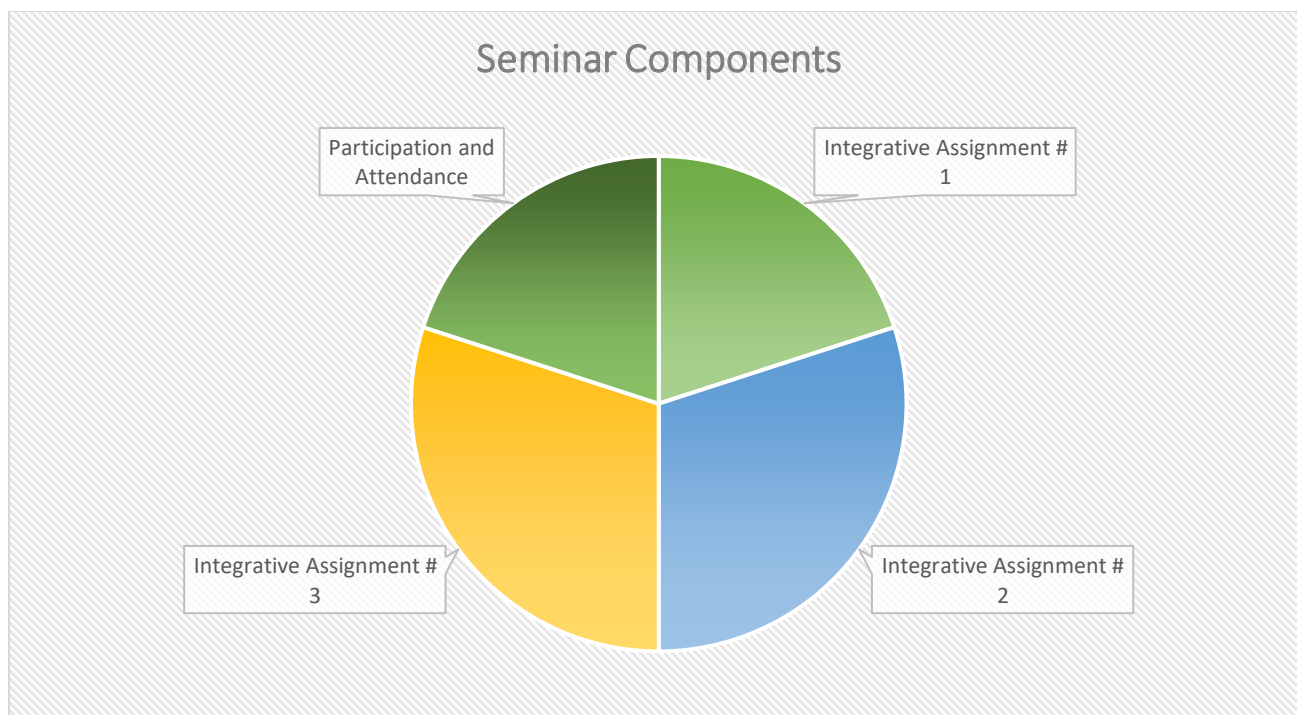
At Penn and in this course, we aim to educate and respect students with diverse backgrounds and perspectives. The diversity students bring to class is a resource and an essential feature of university education. We aim to present materials and activities that are respectful of diversity, including academic background as well as gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions to improve diversity and inclusivity in the course are encouraged and appreciated.

Accommodations for disability

If you need accommodations for a disability, please come chat or send an email to your instructor. You need not disclose the nature of your accommodation, just that you will be requesting one through SDS (see link below). Official requests for accommodations need to be made during the first two weeks of the semester, except under unusual circumstances. Please register with Student Disabilities Services (<https://www.vpul.upenn.edu/lrc/sds/>).

Seminar Components

Attendance & Participation: 20%
Integrative Assignment # 1: 20%
Integrative Assignment # 2: 30%
Integrative Assignment # 3: 30%



Attendance and Participation

Friday Seminars may include a short reading which you are expected to have read and thought about prior to class. In the Friday Seminars, we will discuss your insights, questions, comments, and concerns. We expect you to respond to your classmates with the respect that you yourself expect to receive. Since attendance is mandatory, unexcused absences will affect this component of your grade. If you anticipate missing class for any reason, ***make sure to discuss it with your seminar instructor in advance and fill out a Course Absence Report.***

If you intend to miss seminar for religious holidays that are not observed by the university, and wish to request alternative arrangements, you must inform your seminar instructor of your anticipated absences by **September 6th**. For the university's policy on religious holidays, see <https://almanac.upenn.edu/articles/recognized-holidays-for-fiscal-year-2024>

Finally, your participation grade includes your participation in the course more broadly: attending all lectures and outings, participating in lectures via questions and comments, and meeting with the teaching team as necessary (especially as you prepare your essays and work on essay improvement). We seek engagement across all components of the course.

Assignments

A successful integration essay is cogent and compelling. Your first two assignments are designed to help you understand what an integrative essay looks like and to give you the opportunity to develop an integrative argument, supported by textual evidence from the course. The final assignment will allow you to develop your thoughts on the Self using the remainder of the course

materials. Your seminar instructor encourages you to make an appointment to discuss your written work, and to come prepared to your appointments. Please be aware that seminar instructors are not obliged to read full drafts of papers, nor are they required to meet with students within 48 hours of a due date. Further requests:

1. Submit written work to Canvas. Use this format: double-spaced, 12-point Times New Roman. *Please do not submit your work by email unless absolutely necessary.*
2. Include your name and the date inside your document.
3. **Essays must be submitted in .doc or .docx format** and named as follows: LastnameFirstinitial_AssignmentDescription.doc. Example: SmithJ_Essay1.doc
4. **Do not exceed the word limit** – the word constraint is part of the assignment. There is a penalty for exceeding the word limit by too much (a sentence or two might be OK, a paragraph or more usually is not).

Please note: for every assignment, you *must* use textual or verbal evidence (i.e., specific quotations and arguments from the readings and the lectures) to make your case. In doing so, you will be expected to adhere to the University of Pennsylvania's Code of Academic Integrity. In other words, cite your sources! You can read more about this at <https://is.gd/integritypenn>.

Citation format for written sources: you are free to use whatever style sheet you prefer (APA, MLA, Chicago, etc.); just please do be thorough and consistent. Citation format for lectures: (Dubois Shaw, Lecture, 10/23/23).

Late papers and flex day

There is a penalty for lateness. **Late papers will be penalized one-third of a letter grade per day late.** For example, if an "A"-quality paper is due at 11:59 p.m. but is submitted at 3 a.m. the following day, it will receive an A-. If submitted the subsequent day at 6 p.m., it will receive a B+.

You also have one **flex day**. You can use a flex day to get an extra 24 hours to work on an assignment, without incurring a lateness penalty. *You must indicate use of the flex day along with your name and date at the top of your paper or else they will not be credited to you.* **Please note that the flex day option applies only to seminar assignments, not to other stream assignments. And finally, if we decide to have assignments that are in-person or in-class, these are NOT eligible for a flex day extension.**

Integrative Assignment 1: Tutorial & Writing Preparation (20%) *Due by Friday, October 18th*

Please schedule a 20-minute meeting with your seminar instructor to discuss your proposed integration thesis and outline for your first integrative essay (Integrative Assignment #2). You should come to the meeting with useful quotes and a good idea as to what you will be arguing, as well as what evidence you will put forth to make the argument.

[500-750 words]

Integrative Assignment 2: Integrative Essay (30%) *Due Friday, November 8th at 11:59 p.m.*
Following up on Assignment 1's preparation, choose any two readings from each of the seminar streams. Compare them in an analytic essay to bring out similarities and differences between the two streams on the topic of your choosing. What resonances or tensions emerge through this comparison?

[1250 words maximum]

Integrative Assignment 3: Personal In-Class Essay (30%) *Due Friday, December 6th in Seminars.*

This will be an in-class essay written in blue books. Your prompt will be given to you in class.

If all goes well, after completing these essays, you will be a stronger writer, better able to see through the lenses of both Philosophy and Psychology, and more appreciative of how each complements the other.