

# IDS-101-10: College Colloquium: Scientific Socialism

Calvin Deutschbein (they) and Nathan Garcia-Diaz (he/they)

Willamette University, Fall 2022

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Office Hours: By Appt. & TBA

Office: Zoom, Ford 206

Web: [cd-public.github.io/](https://cd-public.github.io/)

Lecture TTh 12:50-2:20

Lecture Hall: TBD

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## Course Description

What is socialism? What does it mean for socialism to be scientific or utopian? Does socialism create more problems than it solves? The development of socialism is intertwined with cultural and political changes. In this course we will look at the history behind some notable socialist developments and examine their contributions to societies. We will also examine contemporary socialist projects.

## About Us

Calvin Deutschbein is a second-year professor of computer science.

Nathan Garcia-Diaz is a fourth-year student at Willamette studying Biology and Public Health and colloquia assistant.

## Required Materials

Required materials for a given class will be available on the course webpage under [schedule](#).

## Accessibility

I will make every effort to ensure all coursework and materials are accessible to all students, including working with on-campus specialists. However, there is always room for improvement. I always appreciate hearing from students about how I can make the course more accessible, so please reach out if there is something I can be doing better!

## Course Objectives

Per the college, we learn and practice techniques to:

- Critically examine information and/or texts (written, oral, artistic, or quantitative) by identifying central ideas or arguments, making inferences, questioning underlying assumptions, and assessing evidence.
- Learn to contribute to a constructive classroom climate through participation in thoughtful, informed, and responsive discussion, effective speaking, active listening, and the development of an iterative group process of critical analysis and interpretation.
- Effectively formulate ideas and arguments, develop them through an iterative process, and express them clearly and persuasively via linguistic, artistic, and/or quantitative modes of communication.

Additionally, I will attempt to construct the class in a manner that these techniques specifically to create an inclusive academic environment.

## Course Structure

The course will be composed of in-class discussions and out-of-class writing.

### Class Structure

Discussions are scheduled for Tuesdays and Thursdays at 12:50 AM. The schedule of topics will be available on the course webpage under [schedule](#).

Each class will revolve around around a reading for discussion.

## Participation

For each class, each student is to prepare one (1) compelling question that could be used in class discussion. A compelling question is one that challenges all of us to think critically about the texts – what they mean, their relation to object/events/relations in our daily lives, etc. The questions are not simply journalist-type questions about “facts” in the texts themselves.

In addition, you are to compose a paragraph (at least 150 words) in which you begin to answer your compelling question. You do not have to answer the question completely; rather demonstrate that you have thought about where the answer might lie (or, at a minimum, where a discussion of the answer would begin). The goal is to demonstrate that you are reading closely and critically, and beginning to synthesize texts and your beliefs in conjunction with the texts. This is an opportunity to dig deep, develop your capacity to take intellectual and creative risks, and find your academic voice.

Your compelling question and answer should be submitted by email with "IDS-101" in the subject to [ckdeutschbein@willamette.edu](mailto:ckdeutschbein@willamette.edu).

## Papers

There will be both a midterm paper and final paper for this course. The midterm paper will be due October 13 at 12:50 PM. The final paper will be due November 17 at 12:50 PM.

## Feedback and Grading

Feedback will be provided on papers using a 10 point scale. Discussions will be graded by participation. Paper feedback for each paper and discussion participation will all be weighed evenly to determine a letter grade.

Feedback scores will constitute the minimum grade on an assignment, but the instructor may exercise discretion at any time to award a higher grade.

## College Policies

The following material is adapted from “Information for Syllabus” recommended language on syllabus preparation provided to instructors in the College of Arts & Sciences.

## Academic Integrity

Students of Willamette University are members of a community that values excellence and integrity in every aspect of life. As such, we expect all community members to live up to the

highest standards of personal, ethical, and moral conduct. Students are expected not to engage in any type of academic or intellectually dishonest practice and encouraged to display honesty, trust, fairness, respect, and responsibility in all they do. Plagiarism and cheating are especially offensive to the integrity of courses in which they occur and against the College community as a whole. These acts involve intellectual dishonesty, deception, and fraud, which inhibit the honest exchange of ideas. Plagiarism and cheating may be grounds for failure in the course and/or dismissal from the College. <http://willamette.edu/cla/catalog/policies/plagiarism-cheating.php>

### **Commitment to Positive Sexual Ethics**

Willamette is a community committed to fostering safe, productive learning environments, and we value ethical sexual behaviors and standards. Title IX and our school policy prohibit discrimination on the basis of sex, which regards sexual misconduct — including discrimination, harassment, domestic and dating violence, sexual assault, and stalking. We understand that sexual violence can undermine students' academic success, and we encourage affected students to talk to someone about their experiences and get the support they need.

**Please be aware that as a mandatory reporter I am required to report any instances you disclose to Willamette's Title IX Coordinator.**

If you would rather share information with a confidential employee who does not have this responsibility, please contact our confidential advocate at [confidential-advocate@willamette.edu](mailto:confidential-advocate@willamette.edu). Confidential support also can be found with SARAs and at the GRAC (503-851-4245); and at WUTalk - a 24-hour telephone crisis counseling support line (503-375-5353). If you are in immediate danger, you may reach campus safety at 503-370-6911.

### **DACA/Undocumented Student Advocate**

Willamette is committed to supporting our DACA/Undocumented students in a variety of ways. This year, Tori Ruiz is the contact person for all DACA/undocumented students can provide those students with a number of external and internal resources that are available. Her contact information is email: [truiz@willamette.edu](mailto:truiz@willamette.edu), Office: 3rd Floor UC, Phone: 503-370-6447.

### **Diversity and Disability Statement**

Willamette University values diversity and inclusion; we are committed to a climate of mutual respect and full participation. My goal is to create a learning environment that is usable, equitable, inclusive and welcoming. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or accurate assessment or achievement, please notify me as

soon as possible. Students with disabilities are also encouraged to contact the Accessible Education Services office in Smullin 155 at 503-370-6737 or [Accessible-info@willamette.edu](mailto:Accessible-info@willamette.edu) to discuss a range of options to removing barriers in the course, including accommodations.

### **Religious Practice**

Willamette University recognizes the value of religious practice and strives to accommodate students' commitment to their religious traditions whenever possible. Please let me know within the first two weeks of the semester if a conflict between holy days or other religious practice and full participation in the course is anticipated. I will do my best to work with you to determine a reasonable accommodation.

*As an instructor, I will exercise my discretion to offer accommodations for conflicts after the first two weeks of the semester. You may always reach out to me, including retroactively, though the quality of the accommodation I am able to offer may improve given advanced warning!*

### **SOAR Center Offerings: Food, Clothing, and School Materials**

The Students Organizing for Access to Resources (SOAR) Center strives to create equitable access to food, professional clothing, commencement regalia, and scholarly resources for WU and Willamette Academy students. The SOAR Center is located on the Putnam University Center's third floor (in the former Women's Resource Center and across from the Harrison Conference Room). The space houses the Bearcat Pantry, Clothing Share, and First-Generation Book Drive and is maintained by committed students and staff and faculty advisers.

### **Trans Inclusion and Gender Justice**

I am always appreciative of the opportunity to address you by your affirming name or pronoun. Please advise me of the most affirming way to address you at any time so that I may do so.

If I ever misgender you in any way, I would greatly appreciate that you let me know, in whatever manner makes you comfortable, so that I can correct that error and endeavour to repair any harm.

### **Mental Health**

As a student, you may experience a range of challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities. Willamette services are available and treatment does work. If you think you need help, please contact Bishop

Health as soon as possible at <http://willamette.edu/offices/counseling/>. Crisis counseling is available 24/7 at WUTalk: 503-375-5353 and Campus Safety is available at 503-370-6911. Emergency resources are also available from the Psychiatric Crisis Center at 503-585-4949 and the National Suicide Prevention Lifeline at 1-800-273-8255.