UVU UTAH VALLEY UNIVERSITY™

Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: https://catalog.uvu.edu/

Semester: Spring
Course Prefix: IS
Course Title: Knowledge Integrated

Year: 2025
Course and Section #: 2000-001
Credits: 3

Course Description

This interdisciplinary course on barbed wire will examine the technology first successfully manufactured in 1874 from the perspectives of literature, advertising, folklore, patents, business, history, military science, and material culture in general. Our most basic questions will be: What do this wire and the texts and contexts that have grown up around it tell us about the humans who invented, manufactured, and sold it? About the humans who have used it? How are we different human beings because we live with barbed wire?

On the model of the case study of barbed wire, your own research and writing about an object of your choice will develop research and analytical skills in preparation for a senior thesis and/or for professional and personal tasks that require research, analysis, and writing skills.
.

Course Attributes

This course has the following attributes:
☐ General Education Requirements
☐ Global/Intercultural Graduation Requirements
☐ Writing Enriched Graduation Requirements
☐ Discipline Core Requirements in Program
☒ Elective Core Requirements in Program
☐ Open Elective
Other: *Click here to enter text.*

Instructor Information

Instructor Name: Scott Abbott

Student Learning Outcomes

- Identify key aspects of barbed wire in material culture history of the US and globaly.
- Recognize major individuals, key ideas, and challenges for this newly invented "thing." that period.
- Use the case-study methodology to produce an original piece of material culture history.

Course Materials and Texts

- All texts and works of art provided through Canvas

Course Requirements

Course Assignments, Assessments, and Grading Policy

Course Mode: Face-to-Face

I will hold regularly scheduled in-class lectures and discussion. This course has regular assignments that must be completed for each class.

Description of how course works:

Canvas is where content, grades, and communications will reside for this course.

For each class period you will have a reading assignment that will parallel material discussed and/or covered in the class.

For this **three (3) credit-hour** course students should expect to spend up to **9+ hours a week** completing course activities.

Attendance

You are expected to regularly attend class and participate in all activities. Absence from class makes it extremely difficult to be a successful student.

Student Responsibilities:

- *Start class the first week of the term.*
- ***Be accountable by setting aside regular time each week to complete course activities and assignments on time as noted per the due dates****.*
- *Learn how to use Canvas including communication tools (e.g. discussion, Canvas inbox, etc.). If you have technology-related problems contact the* [*Service DeskLinks to an external site.*](#)*.*
- *Abide by ethical standards. Your work must be your own.*
- *Contact your instructor as early as possible if an emergency arises. Do NOT wait until the last minute to ask for an extension.*

Instructor Responsibilities:

- *Respond to emails within ONE business day. If multiple emails are received regarding the same question or concern, they may be responded to with an announcement to the entire class.*
- *Provide timely, meaningful and constructive feedback on assignments.*
- *Facilitate an effective learning experience.*

- *Refer students to appropriate services for issues that are non-course content specific. For instance, technical issue, writing labs, accessibility services, etc.*
- *Mentor students through the course.*

Problem Resolution:

Problems or concerns should be addressed to me first (in most situations). If we are unable to resolve concerns together you may contact Professor Fred White (Frederick.White@uvu.edu).

Student Resources

Student Care WebpageLinks to an external site.
Before we start, please be aware that UVU has two webpages you should note. The first is the Student Care page. I encourage you to visit it so you are familiar with the many resources available to students. If your basic needs are not being met, or if life issues are causing you stress and distracting you from your studies, you will not be able to maximize your efforts to educate yourself. The resources available here include food, health, housing, and safety. And watch out for others who might need help but whom might not know these resources exist. If you or anyone you know needs help, you can email care@uvu.edu for assistance.

Student Success WebpageLinks to an external site.
The second is the Student Success page. Here you find find resources aimed at helping you in all sorts of ways ranging from passing your next test, paying for college, and finding a community on campus.

Essential Learning Outcomes
Upon successful completion of your coursework at Utah Valley University you should have acquired confidence and proficiency in the following areas:
1. Integrated & Applied Learning
2. Intellectual Practical Skills
3. People of Integrity
4. Professional Competency
5. Stewards of Place
6. Knowledge Foundation
Learn more about UVU's Essential Learning OutcomesLinks to an external site.

Grading Scale:

The following grading standards will be used in this class:

Grade	Percent
A	94-100

A-	90-93
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
E	0-59

Assignment Categories

Activity	Points
Daily Assignments	35%
Attendance	30%
Final Paper/Project	35%

Late Work Statement:

The best way to be successful in this course is to submit all assignments by their due date. All assignments are available from the beginning of the term.

In the event that you will not be able to meet a due date, contact your instructor as soon as possible.

Assignment and Assessment Descriptions

Assignments:

Seminar Paper or Project
We will use a scaffolding-approach to your development of a research essay. The stages of your research project will roughly parallel the stages of our case study on barbed wire. The stages are sequential and at the same time overlapping. You may well be doing primary source analysis from the beginning. Each assignment is intended to build upon previous work. Your draft essay uses revised versions of both your primary source analysis and your secondary research. You will combine and then expand both into a final research essay.

Due dates throughout the semester will emphasize the sequential process, but once you have begun you will be well served by working on several aspects simultaneously.

Object Choice
Your first step is to choose an object that you will research and conduct analysis on throughout the semester. Pick an object that is interesting to you — one that you will be able to stick with throughout the duration of the semester. Start, perhaps, with two or three possible objects and explore the possibilities. Don't choose an object simply because it is easy or expedient, choose one that you will enjoy working with. Think about the kinds of archives/archival sites you could use/visit/access. The Internet has vast quantities of primary (and secondary) sources available to researchers. Early in the semester, you will submit a one-page explanation of your choice, including questions your object raises that you hope to answer through your research.

Description/Analysis
Your first task is to fully describe your chosen piece of material culture. What is it made of? From where does the material come? By whom is it made and where? When and how was it made? What kinds of technology are involved in its creation? Now consider its design and function. Why is it made this way? Has your chosen object been modified or changed from its original state? If so, why? If not, why not? Is it symbolic of an idea or a religious or moral principle? How was it intended to be used? Is it used in other ways in addition to or instead of the way it was intended? Then consider the history of the specific item. Who owns it, how did it come to be here? After looking at the specific item, consider the general history of all objects of that type. Finally, come to some conclusions about the society that produced this item.

Approaches / Methodology

What we mean by "approaches" is the kind of lens you will use in your project, your methodology. Is this a material culture analysis? Literary analysis? Cultural history? A combination? What kinds of theory will you use to shed light on your object (Thing Theory, Feminist Theory, Marxist Theory, Structuralist Theory, Darwinian Theory, Economic Theory, etc.)? Consult your primary sources for clues. *What* you are looking at will, in part, determine *how* you look at it.

Click here to enter text.

General Description of the Subject Matter of Each Lecture or Discussion

Week 1: Introduction

a) Introduction to course

b) General history of Fencing in the US

Week 2: Intro to Material Culture History

a) Schlerith's *Material Culture Studies in America*

b) Brown's *Thing Theory*

Week 3: Barbed Wire Patents

a) Early Patents

b) Patents Proliferate

Week 4: Advertising

a) Trade Cards

b) Posters

Submit: First Thoughts on Paper/Project

Week 5: Advertising

a) *The Glidden Barbed Wire Journal*

b) Jacob Haish's almanac: *The Regulator*

Week 6: Reactions Against the New Fence

a) State Legislative Actions

b) Newspaper Reports

Week 7: Photography

a) Post your own Photos

b) Historical Photos

Week 8: Manufacturing

a) Washburn & Moen Plant in Massachussets

b) Glidden's Patent vs. Haish's Machine

Week 9: Barbed Wire in War

a) The Boer War and Concentration Camps

b) WWI, Barbed Wire in the Trenches

 Rough Draft of the Paper/Project Due

Week 10: Literature

a) Steinbeck's *Grapes of Wrath* vs. O'Connor's *Wise Blood*

b) Ed Abbey's *Monkey Wrench Gang* and Leslie Marmo Silko's *Ceremony*

Week 11: Barbed Wire in Contemporary Culture

a) Tattoos

b) Singers, Films, and Protests

Week 12: Individual Meetings about the Papers and Projects

a) Appointments

b) Appointments

Week 13: Papers/Projects

a) Class Presentations

c) Class Presentations

Week 14: Papers/Projects

a) Presentations

b) Presentations

Week 15: Recapitulation

   a) Summary Discussion

   b) **Final Paper/Project** Due

Required Course Syllabus Statements

Generative AI

Statement on AI:

AI programs are not a replacement for your human creativity, originality, and critical thinking. Writing, thinking, and researching are skills that must be developed over time. Yet, you should learn how to use AI and in what instances AI can be helpful to you.

The use of generative AI tools (e.g. ChatGPT, Google Bard, etc.) is permitted in this course for the following activities:

Brainstorming and refining your ideas;

Finding information on your topic;

Checking grammar, mechanics and style.

The use of generative AI tools is not permitted in this course for the following activities:

Impersonating you in classroom contexts. This means, as an example, using the tool to write your discussion posts.

Writing drafts of your paper/project.

Writing entire sentences, paragraphs or essays to complete class assignments.

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). <u>Your use of AI tools must be properly documented and cited in order to stay within university policies on academic honesty.</u>

It is important to understand both technology's strengths and limitations. AI is already proving its usefulness in brainstorming writing ideas, simplifying complex topics, and performing rudimentary research. AI is a tool with potential usefulness for writers. However, AI is also fraught with serious issues (ie. hallucinations). **It possesses accuracy problems while simultaneously sounding very confident about its incorrectness. It frequently generates fake citations and quotations.** It cannot understand the complexities and contexts of human communication. Finally, the way AI is trained on other texts poses several ethical questions about copyright and intellectual theft of property (along with uncritically inheriting the biases of the texts it is trained on).

To be clear, <u>copying the exact wording of an AI chatbot is considered plagiarism and means that a student will be held accountable for violating academic integrity.</u> Although many citation guides are already presenting ways to properly use and cite AI, I do not currently believe that citing AI in your work is in line with the standards of academic writing that value knowing the exact author(s) or sources that informed your writing.

If you are suspected of plagiarism, the first step will always be a conversation with me (in-person or via Teams). If the infraction is very minor or clearly unintentional, there may be no sanctions at all. However, a lowered grade and/or the chance to revise the paper may also be possible. In more serious cases, the assignment may receive an automatic zero.

The most serious infractions may lead to me filing an incident report with the Student Conduct office. In this scenario, you have the right to appeal the report with the department chair. Regardless of the chair's decision, the incident report remains a part of your permanent record. If you are unhappy with the chair's ruling, you then have the right to file an appeal with the dean. The dean's decision on the matter will be final.

Using Remote Testing Software
☒ This course does not use remote testing software.

☐ This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU Accessibility Services at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in BA 112.

Academic Integrity

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their rights and responsibilities. In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in UVU Policy 541: *Student Code of Conduct*.

Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a specially dedicated space for meditation, prayer, reflection, or other forms of religious expression.