



ARIZONA STATE UNIVERSITY  
GENERAL STUDIES COURSE PROPOSAL COVER FORM

**Course information:**

Copy and paste current course information from Class Search/Course Catalog.

Academic Unit School of Letters and Sciences Department Interdisciplinary and Liberal Studies

Subject BIS Number 370 Title Dimensions of Liberal Studies Units: 3

Is this a cross-listed course? (Choose one)  
If yes, please identify course(s) no

Is this a shared course? (choose one) If so, list all academic units offering this course no  
Course description:

**Requested designation:** (Choose One)

Note- a separate proposal is required for each designation requested

**Eligibility:**

Permanent numbered courses must have completed the university's review and approval process.  
For the rules governing approval of omnibus courses, contact the General Studies Program Office at (480) 965-0739.

**Area(s) proposed course will serve:**

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

**Checklists for general studies designations:**

Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Fine Arts and Design core courses (HU)
- Social and Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SQ/SG)
- Global Awareness courses (G)
- Historical Awareness courses (H)
- Cultural Diversity in the United States courses (C)

**A complete proposal should include:**

- Signed General Studies Program Course Proposal Cover Form
- Criteria Checklist for the area
- Course Syllabus
- Table of Contents from the textbook, and/or lists of course materials

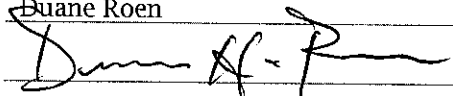
**Contact information:**

Name Dr. Duane Roen Phone 480-727-6513

Mail code 1901 E-mail: duane.roen@asu.edu

**Department Chair/Director approval:** (Required)

Chair/Director name (Typed): Duane Roen Date: 3/26/13

Chair/Director (Signature): 

Arizona State University Criteria Checklist for

**HUMANITIES, FINE ARTS AND DESIGN [HU]**

**Rationale and Objectives**

The humanities disciplines are concerned with questions of human existence and meaning, the nature of thinking and knowing, with moral and aesthetic experience. The humanities develop values of all kinds by making the human mind more supple, critical, and expansive. They are concerned with the study of the textual and artistic traditions of diverse cultures, including traditions in literature, philosophy, religion, ethics, history, and aesthetics. In sum, these disciplines explore the range of human thought and its application to the past and present human environment. They deepen awareness of the diversity of the human heritage and its traditions and histories and they may also promote the application of this knowledge to contemporary societies.

The study of the arts and design, like the humanities, deepens the student's awareness of the diversity of human societies and cultures. The fine arts have as their primary purpose the creation and study of objects, installations, performances and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces, their historical development, and their significance in society and culture. Disciplines in the fine arts and design employ modes of thought and communication that are often nonverbal, which means that courses in these areas tend to focus on objects, images, and structures and/or on the practical techniques and historical development of artistic and design traditions. The past and present accomplishments of artists and designers help form the student's ability to perceive aesthetic qualities of art work and design.

The Humanities, Fine Arts and Design are an important part of the General Studies Program, for they provide an opportunity for students to study intellectual and imaginative traditions and to observe and/or learn the production of art work and design. The knowledge acquired in courses fulfilling the Humanities, Fine Arts and Design requirement may encourage students to investigate their own personal philosophies or beliefs and to understand better their own social experience. In sum, the Humanities, Fine Arts and Design core area enables students to broaden and deepen their consideration of the variety of human experience.

Revised October 2008

Proposer: Please complete the following section and attach appropriate documentation.

<b>ASU - [HU] CRITERIA</b>			
HUMANITIES, FINE ARTS AND DESIGN [HU] courses must meet <i>either</i> 1, 2, or 3 <i>and</i> at least one of the criteria under 4 in such a way as to make the satisfaction of these criteria <b>A CENTRAL AND SUBSTANTIAL PORTION</b> of the course content.			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Emphasize the study of values, of the development of philosophies, religions, ethics or belief systems, and/or aesthetic experience.	Syllabus/Exam
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Concerns the comprehension and interpretation/analysis of written, aural, or visual texts, and/or the historical development of textual traditions.	Syllabus
<input type="checkbox"/>	<input checked="" type="checkbox"/>	3. Concerns the comprehension and interpretation/analysis of material objects, images and spaces, and/or their historical development.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. In addition, to qualify for the Humanities, Fine Arts and Design designation a course must meet one or more of the following requirements:	Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. Concerns the development of human thought, including emphasis on the analysis of philosophical and/or religious systems of thought.	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	b. Concerns aesthetic systems and values, literary and visual arts.	Syllabus
<input type="checkbox"/>	<input checked="" type="checkbox"/>	c. Emphasizes aesthetic experience in the visual and performing arts, including music, dance, theater, and in the applied arts, including architecture and design.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	d. Deepen awareness of the analysis of literature and the development of literary traditions.	Syllabus
		<b>THE FOLLOWING ARE NOT ACCEPTABLE:</b>	
		• Courses devoted <b>primarily</b> to developing a skill in the creative or performing arts, including courses that are <b>primarily</b> studio classes in the Herberger College of the Arts and in the College of Design.	
		• Courses devoted <b>primarily</b> to developing skill in the use of a language – <b>However, language courses that emphasize cultural study and the study of literature can be allowed.</b>	
		• Courses which emphasize the acquisition of quantitative or experimental methods.	
		• Courses devoted <b>primarily</b> to teaching skills.	

Course Prefix	Number	Title	Designation
BIS	370	Introduction to Liberal Studies	HU

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
C.1	Readings cover the development of the history of thought. Lectures on the development of philosophies. Assessments require analysis of humanities/literary sources.	Required books. Required readings: in Week 1 and Weeks 4 and 5. Lectures on Philosophy of Science, and Humanities. Exam Essay requires analysis of literary sources, to explain the future of the humanities (and the social sciences).
C.4a	Overall, the course examines the development of the humanities and the social sciences, particularly in historical context. Second paper (Major Research Paper), requires 50% of sources from humanities journals.	Required books include Reinventing Knowledge and The age of Wonder.
C.4d	A number of readings from literature on issues of time and language.	Essays and stories by Jorge Luis Borges (e.g., The Aleph, The Translators of the Thousand and One Nights) and Walter Benjamin (e.g., The Storyteller and The Return of the Flaneur) provide the basis for thinking outside the social sciences, beyond conventional problem solving.

BIS 370 Exam Question: "Describe the future of the Humanities and the Social Sciences."

Comment [BM1]: C1

We have covered a lot of time and space in this course. We've read about the progression of knowledge in *Reinventing Knowledge* by Wolverton and McNeely, and, in Richard Holmes' *The Age of Wonder*, we've encountered a couple of instances of the transition between two periods in the History of Thought. We are arguably on the verge of another transition, and both the Humanities and the Social Sciences as we know them are at stake. This essay, however, should *not* rehearse the ideas presented in these two books. We want to move on!

Comment [BM2]: C4a

Part 1 of your response should be organized on the idea that Language is important to both the Humanities and the Social Sciences.

Part 2 of your response should be organized on the idea that Time is important to both the Humanities and the Social Sciences.

Part 3 of your response requires you to think of some other idea that is important to both the Humanities and the Social Sciences. You are welcome to let Mlinko and McGilchrist help you in Part 3 of your response.

You are welcome to use any of the readings of the course to help you in your response, but you'll need to concentrate your efforts, especially in Parts 1 and 2 of your response, on the readings from Weeks 5 and 6 (on Language and Time):

(on language): Jorge Luis Borges' "Reflections on *The Thousand and One Nights*," Walter Benjamin's "The Storyteller," and "Old Languages, New Models," by Benedict Anderson; and (on time): Jorge Luis Borges' "A New Refutation on Time" and "The Aleph," and excerpts from (number I and number XVIII A and B) "Theses on the Philosophy of History," by Walter Benjamin.

Your essay should also use the lectures from the entire course.

You *must* cite (this is required) your usage of lectures and readings as follows...

Borges (The Aleph) understands that... or McCormack (Philosophy of Science) explains that...

There is no need to quote, but if you do, you must also give the page number.

Be concise, but be thorough. Better essays will be dense with creative use of the ideas we've encountered in the course. As much a demonstration of your creative thinking, this exam is a measure of your critical engagement with the lectures and readings. I'll expect no less than 1500 words, but no more than 2000 words, excluding the References.

Here is an outline of what your essay should look like...

Exam Essay, BIS 370: Introduction to Liberal Studies, Brian McCormack, Title of Your Essay, by Your Name

Introduction

Part 1: Language

Part 2: Time

Part 3: You Give This Section a Title

Conclusion

References [give reference info (see page 9 of the syllabus) of all the sources that you cite]

Do all the work yourself. Be sure to save some time for editing and revision. And please do your best.

Thanks very much.

Brian  
[mccormack@asu.edu](mailto:mccormack@asu.edu)

# BIS 370: Introduction to Liberal Studies

Fall (B) 2013

Online 22 October 16 – December 6

Brian McCormack  
School of Letters and Sciences  
Arizona State University

**Brian McCormack, Ph.D.**

Email: [mccormack@asu.edu](mailto:mccormack@asu.edu)

(Email works best.)

Phone: 480-965-6945

THE ASU GENERAL CATALOG SAYS THAT BIS 370 involves...

"...critical analysis and application of concepts of liberal studies and its modes of inquiry..."

Here, and now, as you close in on the end of your university experience, we want to pause and consider what it is you've been up to – where knowledge has been, and where it's going – how we can "Reinvent Knowledge," and how we can make the years ahead an "Age of Wonder."

**Books** (available at the ASU Bookstore, or your favorite bookseller):

*Reinventing Knowledge: From Alexandria to the Internet*, by Ian F. McNeely and Lisa Wolverton. New York and London: W.W. Norton, 2009. (Paper, ISBN: 0393337715)

*The Age of Wonder: How the Romantic Generation Discovered the Beauty and Terror of Science*, by Richard Holmes. New York: Vintage/Random House, 2010. (Paper, ISBN: 1400031877)

(Both books are available in print or in digital format. i.e. Kindle etc).

Comment [BM1]: Cl. 4a

## **Readings:**

Several Readings are available in a course pack from Alternative Copy in Tempe. Contact them 480-829-7992 or [alttempe@alternativeprintandcopy.com](mailto:alttempe@alternativeprintandcopy.com) to find out how you can obtain your course pack.

**Do this as soon as you are able. *IMPORTANT: call ahead if you are going there in person: (1004 S. Mill Ave).*** Your options include: a) paper copy (which can be mailed to you for the cost of postage), b) digital (i.e., pdf), non-printable, downloadable version, or c) both: you could (if you prefer, perhaps because you live far away from Tempe, and you like paper) buy both and have the digital version while you're waiting for the paper copy to arrive. The digital version is less expensive, but cannot be printed out. It's up to you, but you need to contact Alternative to make your choice happen.

(A complete list of readings for the course appears at the end of the syllabus.)

For technical support help, please contact the Help Desk.

E-mail: [myasu-q@asu.edu](mailto:myasu-q@asu.edu) Phone: 480-965-6500 or 855-278-5080.

**PLEASE REFER TO THIS SYLLABUS OFTEN**

**VERY IMPORTANT!!!!!!**

**THIS SECTION OF BIS 370 WILL DEMAND A HIGH DEGREE OF SELF-MOTIVATION AND DISCIPLINE. PREVIOUS ONLINE COURSE TAKERS WILL TELL YOU THAT AN ONLINE COURSE ALSO REQUIRES ADDED RESPONSIBILITY FOR THE WORK THAT YOU DO. YOU'LL HAVE SEVERAL DAYS TO COMPLETE MANY OF THE ASSIGNMENTS AND TASKS – WEEKS FOR SOME OF THE LARGER ASSIGNMENTS. IN ALMOST ALL CASES, WE CANNOT EXCUSE LATE OR INCORRECT SUBMISSIONS DUE TO PROBLEMS WITH TECHNOLOGY. IF YOU NEED ADDITIONAL PRACTICE AT USING THE COMMUNICATION TOOLS OF AN ONLINE COURSE, BE SURE TO DO WHAT YOU NEED TO DO TO MAKE YOUR ONLINE EXPERIENCE A POSITIVE AND VALUABLE ONE.**

**AND PLEASE MAKE SURE THAT YOUR ASU EMAIL ACCOUNT IS WORKING (AND THAT YOUR EMAIL MAILBOX IS NOT FULL).**

**IF YOU HAVE ANY PARTICULAR CIRCUMSTANCES THAT I NEED TO BE AWARE OF (FOR EXAMPLE, YOU ARE REGISTERED WITH DRS), PLEASE SEND ME AN EMAIL TO LET ME KNOW.**

**AVAIL YOURSELF OF ANY RESOURCES YOU MIGHT NEED,  
SUCH AS COUNSELING: [HTTP://STUDENTS.ASU.EDU/COUNSELING](http://students.asu.edu/counseling)  
OR STUDENT SUPPORT: [HTTP://STUDENTS.ASU.EDU/SUPPORTSERVICES](http://students.asu.edu/supportservices).**

**THIS SYLLABUS IS SUBJECT TO CHANGE.  
YOU ARE RESPONSIBLE FOR KNOWING ANY CHANGES MADE**



# SCHEDULE

THEMES, LECTURES, ACTIVITIES      ASSIGNMENTS DUE, REQUIRED READINGS, etc:

## Week 1 (October 16-18 and 21-25)

Course Overview

Carefully read the entire syllabus  
(It is very, very important that you read the syllabus.)

To create your "Student Home Page," go to Discussion Board.

**Complete by Friday 18 October.**

**All deadlines are anytime before midnight (i.e. 11:59pm) on the day indicated**

**(DEADLINES ARE VERY IMPORTANT)**

Liberal Studies

Read: Walter Benjamin, "The Return of the *Flâneur*."

Read: Jorge Luis Borges, "The Library of Babel."

Read: Walter Benjamin, "Unpacking My Library."

Comment [BM2]: C4d

Read Lecture: Philosophy of Science

Read Lecture: Social Sciences

Read Lecture: Humanities

Comment [BM3]: C1

Comment [BM4]: C1

Reinventing Knowledge

Read: *Reinventing Knowledge*, Introduction and Ch. 1-4 (pp. xi-159)

**DUE by Tuesday 22 October: Discussion Board 1**

**DUE by Thursday 24 October: Discussion Board 1 Reply**

## Week 2 (October 28 – November 1)

Reinventing Knowledge

Read: *Reinventing Knowledge*, Ch. 5-6 and Conclusion (pp. 161-274)

**DUE by Tuesday 29 October: Discussion Board 2**

The Age of Wonder      Read: *The Age of Wonder*, Prologue (pp. xv-xxi) and Ch. 2 and 4 (pp. 60-124; 163-210)

**DUE by Thursday 31 October: Discussion Board 3**

**DUE by Friday 1 November: Discussion Board 3 Reply**

## Week 3 (November 4-8)

Conventional Wisdom (A Mini-Convention)  
Paper

DUE by Wednesday 6 November: Short Research

(in Special Discussion Board)

DUE by Thursday 7 November: Poetic Reply

DUE by Friday 8 November: Comments

The Age of Wonder

Read: *The Age of Wonder*, Ch. 7, 9 and 10 and Conclusion (pp. 305-36; 381-466)

DUE by Friday 8 November: Discussion Board 4

## Week 4 (November 12-15)

The Library, Part 1: Language

Read Lecture: Language

Read: Walter Benjamin, "Reflections on *The Thousand and One Nights*."

Read: Walter Benjamin, "The Storyteller."

Read: Benedict Anderson, "Old Languages, New Models."

Comment [BM5]: C1

Comment [BM6]: C4d

## Week 5 (November 18-22)

The Library, Part 2: Time

Read Lecture: Time

Read: Jorge Luis Borges, "A New Refutation of Time."

Read: Walter Benjamin, from "Theses on the Philosophy of History."

Read: Jorge Luis Borges, "The Aleph."

DUE by Friday 22 November: Major Research Paper

Comment [BM7]: C4d

## Week 6 (November 25-27)

Unconventional Wisdom (*Our Library*)

DUE by Tuesday 26 November: Comment on Paper  
(in Special Discussion Board)

DUE by Wednesday 27 November: Reply to Comment

## Week 7 (December 2-6)

One More Thing...  
Final Words

Read: Mlinko and McGilchrist

DUE by Friday 6 December: Exam Essay

**PLEASE REFER TO THIS SYLLABUS OFTEN**

## ASSESSMENT

ELEMENT:	POINTS	YOUR POINTS
"Student Home Page"	2	_____
Discussion Board 1	3	_____
Discussion Board 1 Reply	2	_____
Discussion Board 2	5	_____
Discussion Board 3	3	_____
Discussion Board 3 Reply	2	_____
Short Research Paper	15	_____
Poetic Reply	4	_____
Comment on Reply	5	_____
Discussion Board 4	5	_____
Major Research Paper	25	_____
Comment on major Research Paper	2	_____
Reply to Comment	2	_____
Exam Essay	25	_____
[Extra Credit]	2	_____
<b>TOTAL POINTS</b>	<b>100</b>	_____

### Course Grade Formula

All assignments (elements) earn grades of 0-100%: 98-100=A+ (4.33), 92-97=A (4.0), 90-91=A- (3.67), 88-89=B+ (3.3), 82-87=B (3.0), 80-81=B- (2.67), 78-79=C+ (2.33), 70-77=C (2.0), 60-69=D (1.0), 0-59=E (0.00). This percentage is then multiplied by the points available for that assignment (element) to arrive at the points earned for that assignment (element). The total course score is the sum of all of these. Without exception, total course grades are rounded up or down (e.g. 79.4 becomes 79, i.e. C+; 79.5 becomes 80, i.e. B-).

## POLICIES

### CONDUCT

This course will be conducted according to ASU's Code of Conduct, which is available on-line through ASU's home page. Your work in this (and every) course must follow ASU's and BIS's Rules of Academic Integrity, which is also available on-line.

It is imperative that your written interactive and collaborative work adheres to the expectations reflected in these documents. In the case that it doesn't, you will be subject to a range of consequences, including expulsion from the course. See: <http://provost.asu.edu/academicintegrity>

## LATE WORK

Only excused absences make late work without penalty possible. Otherwise, any late work loses 40% each day late. ALL WORK IS DUE NO LATER THAN midnight (i.e. 11:59 pm) ON THE DATE INDICATED IN THE SYLLABUS. (Of course, it may be submitted before that time.) IF WORK ARRIVES ANY TIME AFTER THIS TIME IT WILL BE CONSIDERED LATE. Work will not be accepted after the last due date indicated in the schedule of this syllabus.

To be fair to everyone in the class, the *only* exception to this policy will be a written excuse (an email message from you will be insufficient): e.g., sanctioned extracurricular activities, an accident, or an illness or death in the family. Please organize your personal and work schedules to be able to complete your work on time. Thanks very much.

### VERY IMPORTANT

Prepare your Research Papers as follows:

Double space between lines, and between sentences (2 spaces after a period), as I do in this paragraph. *LEFT* justify (as I do here in this box), i.e., straight on the left and uneven on the right. Use normal (11 or 12) font size. DO NOT insert headers or footers. DO NOT INCLUDE A COVER PAGE. *PAGINATE (include page numbers).*

**SUBMITTING WRITTEN ASSIGNMENTS...  
IF AT ALL POSSIBLE:  
AS ATTACHMENTS IN MICROSOFT WORD.  
If this is not possible, let me know ASAP, so we can make it so.**

### PLEASE READ CAREFULLY THE FOLLOWING:

THIS SYLLABUS IS YOUR ROAD MAP FOR THE COURSE.

**\*\*\*\*\*REFER TO IT OFTEN\*\*\*\*\***

It is very important that you avoid having technical problems. I'll do my best to be flexible when necessary, but I cannot excuse you from submitting work late. Right here and now, I very strongly urge you to organize yourself so that you get your work done *AND SUBMITTED* by the deadlines. If you know, for example, that an assignment is due on a Tuesday by midnight, submit it earlier in the day, or even the day before, if possible.

*I cannot acknowledge receipt of your assignments, so please don't ask me to do so. There are many of you and only one of me. To do so would require a terrific amount of time.* Instead, your grade for an assignment, when it appears, will reflect whether the assignment arrived on time. You'll also know that an assignment or task was submitted late by the time given in your (and my) record of submission. If an assignment is due by midnight, then anything marked 00:01 or later is late. *Work (your job) cannot be accepted as an excuse for late assignments.*

It is also the nature of an online course that all communication generally takes place in print form. You'll be reading and writing (typing) a lot more than you do in a face-to-face course. *At all times conduct your communication in a professional manner.* This is not the place to "chat," using informal language. We are not texting. Use capital letters when you should, and write in complete sentences. If I inform you of language that is unprofessional, please do not take offense, but please do make sure you change it. (This is especially important in discussion boards, in which what you write will be read by many others besides me.) The use or continuance of inappropriate/offensive language can result in disciplinary action, including dismissal from the course. In short, be civil, and communicate well.

Please contact me if you need to. Email works well, but please be clear in your e-mail messages. It saves time if you identify yourself.

Review your message to me before you send it.  
Take a moment to edit your email message.

Write professionally:

- use capital letters where you should,
- punctuate properly,
- address your correspondent,
- say please and thank you, and so on...

### *Again, we aren't texting here.*

And please don't expect instantaneous responses. It might be at least a day or two before you hear from me. There are certain stretches of the semester when more time than that will be needed for a response. I try to respond to all communication as quickly as I possibly can, but occasionally it takes a little more time than some people are willing to endure. If it is not an unusual time of the semester (I'll let you know about those times), and you have not heard back from me within 48 hours, send your message again. You might also want to use another form of communication in that case. If you e-mailed, then e-mail again. Thanks for your patience.

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### DESCRIPTION OF ASSIGNMENTS

- ♦ Discussion Boards: generally speaking, Discussion Boards replicate what you might do in a face-to-face class in-class discussion, with this difference: you are required to participate. I will offer a discussion point or question, and you will respond, or you will respond to another student's work. The instructions for the Discussion Board will often appear in my initial "thread." Each Discussion Board will be slightly different in terms of expectations, but generally speaking the key is content quality rather than quantity. *I very strongly urge you to do more than simply add your entry. After the discussion is over, read what all of your colleagues are saying. The discussion boards are the sources of considerable insight and (sometimes unconventional) wisdom. You'd be wise to avail yourself of that insight and wisdom.*

MY EMAILS IN RESPONSE TO THE DISCUSSIONS  
ARE PART OF THE COURSE.  
THIS IS VERY IMPORTANT TO REMEMBER  
AS YOU PREPARE FOR ALL YOUR WORK IN THE COURSE.

- ♦ Short Research Paper. Write 3-4 pages (about 1000-1200 words), citing and referencing 3-4 journal articles. You must also use data from two or three tables and/or charts. Best if you can include those tables and/or charts in your paper. Attempt to solve a problem that we face in today's society. In this limited space you cannot, of course, hope to solve the problem, but your attempt will be to begin such a process. All of your articles must clearly be from social science journals. Relevant tables or charts often appear in journal articles. Those must be separate from your 3-4 journal articles. Speak in terms of authors' arguments ("so and so argues that..."), rather than in terms of articles ("such and such article says that..."). Establish the problem in one paragraph, and offer a tentative argument about how to solve that problem given what you are able to find in the sources you locate. Sustain your argument through to the end of the paper. Be clear, concise, logical – in short, be a "social scientist."

VERY IMPORTANT: FOLLOW – and NAME at the top of your References page – A STYLE GUIDE (MLA, APA, Tourabian, for example) for citations and references. Reference only sources that you cite, and cite the sources that you use. Try to avoid quotation, but if you quote you must give a page number in your textual citation or footnote. You *must* do this!

- ♦ Major Research Paper. Write an essay that is at least 10, but no more than 12 pages (about 3000-3500 words). Do not attempt to solve a problem; instead, expand our understanding of the world. Your goal is to illuminate a facet of the world that we might not otherwise have seen. By doing so your intent is to make your readers think. Cite and reference at least 5 sources (articles) that clearly come from humanities journals, and at least 5 that clearly come from social science journals. (Don't worry about tables or charts this time.) This research essay is your opportunity to offer your readers some *unconventional wisdom*. In other words, your paper is much less a summary of what others have to say (although what others say informs your task), and much more your expression of thought. This essay is your opportunity to summon the resources of the Humanities and of the Social Sciences in what should be the best writing you have ever done.

Comment [BMS]- C1, C4a

Again, it is VERY IMPORTANT that you FOLLOW – and NAME at the top of your References page – A STYLE GUIDE (MLA, APA, Tourabian, for example) for citations and references. Reference only sources that you cite, and cite the sources that you use. Try to avoid quotation, but if you quote you must give a page number in your textual citation or footnote. You *must* do this!

- ♦ Exam Essay. Due by the last day of the course, this essay draws upon all of the Lectures of the course and upon the Readings from Week 4 to the end of the course. *Do not refer to either of the books.* I will provide you with the exam question prior to the final week.
- ♦ (Extra Credit: If you qualify, you may write a 600-1000 word essay that enlarges "*Our Library*" for *up to* 2 points. How you qualify: have "perfect attendance" by submitting all your work on time, through Week 7. This includes discussion boards. What you do: choose one book from the Bibliography that appears at the end of *The Age of Wisdom*, from one of the chapters that we read for the course. Make sure that you can get that book in time to submit your extra credit essay. Then, in 600-1000 words, write an essay that expands the conversation that Holmes begins in his book, and that we continue in our discussions.

List of Readings, besides books, (all available in Course Pack) for BIS 370, Brian McCormack

Anderson, Benedict. "Old Languages, New Models." In *Imagined Communities*. London: Verso Press, 1991.

Benjamin, Walter. "The Return of the *Flâneur*." In *Walter Benjamin: Selected Writings, Volume 2, Part 1, 1927-1930*. Edited by Michael W. Jennings, Edward Eiland, and Gary Smith. Translated by

Rodney Livingstone and Others. Cambridge and London: The Belknap Press of Harvard University Press, 1999.

\_\_\_\_\_ "The Storyteller: Reflections on the Works of Nikolai Leskov." In *Illuminations: Walter Benjamin Essays and Reflections*. Edited by Hannah Arendt. Translated by Zohn. New York: Schocken Books, 1968.

\_\_\_\_\_ [first and last theses only] from "Theses on the Philosophy of History." In *Illuminations: Walter Benjamin Essays and Reflections*. Edited by Hannah Arendt. Translated by Harry Zohn. New York: Schocken Books, 1968.

\_\_\_\_\_ "Unpacking My Library." In *Walter Benjamin: Selected Writings, Volume 2, Part 2, 1931-1934*. Edited by Michael W. Jennings, Edward Eiland, and Gary Smith. Translated by Rodney Livingstone and Others. Cambridge and London: The Belknap Press of Harvard University Press, 1999.

Borges, Jorge Luis. "The Aleph." In *Jorge Luis Borges: Collected Fictions*. Translated by Andrew Hurley. New York: Penguin Books, 1998.

\_\_\_\_\_ "The Library of Babel." In *Jorge Luis Borges: Collected Fictions*. Translated by Andrew Hurley. New York: Penguin Books, 1998.

\_\_\_\_\_ "A New Refutation of Time." In *Jorge Luis Borges: Selected Non-Fictions*. Edited by Eliot Weinberger. Translated by Esther Allen, Suzanne Jill Levine, and Eliot Weinberger. New York: Penguin Books, 1999.

\_\_\_\_\_ "The Translators of *The Thousand and One Nights*." In *Jorge Luis Borges: Selected Non-Fictions*. Edited by Eliot Weinberger. Translated by Esther Allen, Suzanne Jill Levine, and Eliot Weinberger. New York: Penguin Books, 1999.

Holmes, Richard. *The Age of Wonder: How the Romantic Generation Discovered the Beauty and Terror of Science*. New York: Vintage/Random House, 2008.

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