



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 470 Title Liberal Studies Seminar 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

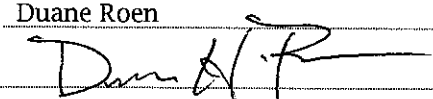
**Contact information:**

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: 9/11/13

Chair/Director (Signature): 

Arizona State University Criteria Checklist for

**SOCIAL AND BEHAVIORAL SCIENCES [SB]**

**Rationale and Objectives**

The importance of the social and behavioral sciences is evident in both the increasing number of scientific inquiries into human behavior and the amount of attention paid to those inquiries. In both private and public sectors people rely on social scientific findings to assess the social consequences of large-scale economic, technological, scientific, and cultural changes.

Social scientists' observations about human behavior and their unique perspectives on human events make an important contribution to civic dialogue. Today, those insights are particularly crucial due to the growing economic and political interdependence among nations.

Courses proposed for General Studies designation in the Social and Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories and principles, (2) the methods used to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.

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

<b>ASU--[SB] CRITERIA</b>			
<b>A SOCIAL AND BEHAVIORAL SCIENCE [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.</b>			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Course is designed to advance basic understanding and knowledge about human interaction.	Syllabus, exam
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in: <ul style="list-style-type: none"> <li>• ANTHROPOLOGY</li> <li>• ECONOMICS</li> <li>• CULTURAL GEOGRAPHY</li> <li>• HISTORY</li> </ul>	Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Course emphasizes: a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological). <b>OR</b> b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).	Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.	Syllabus
		<b>THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:</b>	
		• Courses with primarily fine arts, humanities, literary, or philosophical content.	
		• Courses with primarily natural or physical science content.	
		• Courses with predominantly applied orientation for professional skills or training purposes.	
		• Courses emphasizing primarily oral, quantitative, or written skills.	

Course Prefix	Number	Title	Designation
BIS	470	Liberal Studies Seminar	SB

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)
C1 and C2	<p>C1: The course is an examination of the conflict and unity between the social sciences and the humanities. As such, it advances basic understanding about human interaction.</p> <p>C2: The core textbooks engage the social sciences; and students are asked to do a research paper in a particular discipline</p>	<p>C1: Syllabus and Exam: Syllabus: Books: The Three Cultures includes extensive chapter (100+ pages) on the Social Sciences. Exam: Question asks students to connect the social sciences and the humanities</p> <p>C2: Syllabus: Books: Specific examples of the social sciences are discussed in The Three Cultures. Syllabus: Assignment explanation, Research Paper: Students do significant research, using journal articles, in a specific social science discipline</p>
C3b	<p>The purpose if the course is to engage the conflict and unity ot the social sciences and the humanities. A significant aspect of this includes a major research paper which beigns with a significant researech effort in a particular social science discipline, and includes use of qualitative and quantitative support. There is also significant actual historical content in the core texts, covering the development of academjic disciplines in both the humanities and the social sciences..</p>	<p>Syllabus: Assignment and Books: Assignment: Resaerch Paper requires use of methods of inquiry of the social sceinces, use of data; Books: The Invention of Clouds, and The Three Cultures include considerable historical analysis of the development of disciplines.</p>

C4	The course contains considerable illustration of the use of social and behavioral science perspectives and data.	Syllabus: Books: The Three Cultures contains lengthy discussions of various social science disciplines, including, among others, various cognitive disciplines.
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BIS 470  
Brian McCormack  
Exam

This exam is worth 20 points to the course total of 100 points.

You need to provide two essays for this exam. The exam has two parts. In Part 1, you must answer the given question. Your first essay will be worth 50% of the exam. For Part 2 you can choose one of the two questions that appear. This essay will also be worth 50% of the exam. Please write no more or less than about 1200-1800 words for each essay. Quality is more important than quantity, but being thorough is also appreciated. Avoid quotation. When you use something from The Three Cultures be sure you cite the page number. A page number in parentheses, for example, (243), is sufficient for that purpose.

Remember: you're on your own. Submit your essays in one file prior to the deadline. Do your best!

Part 1

Describe what you envision today's Kant or Eliot to be.

In his book, The Three Cultures, Jerome Kagan says, "The modern world desperately needs a Swift, Kant, Goya, Shaw, Beckett, or Eliot to provoke a passive population, adrift in a ship without a confident direction, chatting about the last episode of The Sopranos or 'talking of Michelangelo' to choose a moral position that demands a deeper empathetic concern with the social and natural settings into which each generation is born and to communicate it to a desperate public" (243). (See the full paragraph for the complete thought.)

Comment [BM1]: C1

Explain what such a person would say and/or do. Your Poet/Philosopher of Our Age must be able to respond to the failures of "the three cultures" while defending and promoting them. You need to explain how this person's thought and/or action would contribute to, or lead, an authentic transformation of society, whether at the national or global level.

Comment [BM2]: C1

Comment [BM3]: C1

This question is a vehicle for you to demonstrate how well you have engaged the ideas that appear in The Three Cultures. A creative response helps your cause, but the key to your response is to refer to and use the ideas in the book.

Part 2

Choose ONE of the following two questions. Again, your response is worth 50% of the exam total. Please write 1200-1800 words. Start your essay with the number of the question to which you're responding. As with Part 1, a creative response helps your cause, but the key to your response is to refer to and use the ideas in Kagan's book, The Three Cultures.

1. Explain the issue/idea of time in terms of both the social sciences and the humanities: argue one or the other as being better at explaining or illuminating time. Offer your own examples that illustrate your point. Then, say how you would improve the approach against which you are arguing to be better able to explain or illuminate time.

Comment [BM4]: C1

2. Explain the issue/idea of truth in terms of both the social sciences and the humanities: argue one or the other as being better at explaining or illuminating truth. Offer your own examples that illustrate your point. Then, say how you would improve the approach against which you are arguing to be better able to explain or illuminate truth.

Comment [BM5]: C1

Comment [BM6]: C1

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Thanks very much for your ideas!  
-- Brian McCormack  
[mccormack@asu.edu](mailto:mccormack@asu.edu)

# BIS 470: Liberal Studies Seminar

Summer 2013

May 20 – June 28

Brian McCormack

School of Letters and Sciences  
Arizona State University

**Brian McCormack, Ph.D.**

E-mail: [mccormack@asu.edu](mailto:mccormack@asu.edu)

THE ASU GENERAL CATALOG SAYS THAT BIS 470 involves...

"...advanced analysis and application of theories and methods of human and social inquiry...."

In this course we want to do two things. First, we want to do what is expected of us: to analyze and apply theories and methods of human and social inquiry. Second, we want to challenge thought itself.

Whatever we expect from a university education, we ought to have higher expectations. I encourage you to do what you need to do to meet, even exceed the expectations you've been assigned, but I also hope to see you envision yourself as someone who can rise above and beyond them so that your life after university can be something extraordinary.

Books (available at the ASU Bookstore, or from your favorite book dealer – all three books are also available electronically [e.g. Kindle] at some book dealers):

*The Three Cultures: Natural Sciences, Social Sciences, and the Humanities in the 21<sup>st</sup> Century*, by Jerome Kagan. Cambridge: Cambridge University Press, 2009.

*The Invention of Clouds: How an Amateur Meteorologist Forged the Language of the Skies*, by Richard Hamblyn. London: Picador Publishers, 2002.

*Academic Instincts*, by Marjorie Garber. Princeton: Princeton University Press, 2001.

Comment [BM1]: C1, C2, C3a and b, C4

For technical support help, please contact the Help Desk.

## PLEASE REFER TO THIS SYLLABUS OFTEN

### VERY IMPORTANT!!!!!!

THIS SECTION OF BIS 470 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:

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### Week 1 (May 20-24)

Course Overview

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

Complete your "Student Home Page" by *Wed 22 May*  
All deadlines are anytime *before midnight* on the day indicated  
(DEADLINES ARE VERY IMPORTANT)

DUE: *Research Proposal* by *Friday 24 May*

Read: *The Three Cultures* Preface (pp.vii-xii)  
 and Chapter 1, "Characterizing the Three Cultures" (1-51)

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### Week 2 (May 27-31)

DUE: *The Internet (DBI)* by Wednesday 29 May

(DUE: *Screenplay Contribution* by Wednesday 29 May)  
 Important: these are due according to the schedule  
 in your group's discussion board

Read: *The Three Cultures* Ch 2, "Natural Sciences" (52-103)

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## Week 3 (June 3-7)

DUE: Research Paper by Friday 7 June

Read: *The Three Cultures* Ch 3 & 4, "Social Sciences" (104-221)

Comment [BM2]: C2, C4

## Week 4 (June 10-14)

Read: *Academic Instincts* Ch 3 "Terms of Art" (97-147)

DUE: Neologisms (DB2) by Wednesday 12 June

Read: *The Three Cultures* Ch 5 "Humanities" (222-244)

## Week 5 (June 17-21)

Read: *The Invention of Clouds*

DUE: Theory of Clouds (DB3) by Tuesday 18 June

Comment [BM3]: C2, C4

Read: *The Three Cultures* Ch 6 "Current Tensions" (245-275)

DUE: Research Paper Revision by Thursday 20 June

## Week 6 (June 24-28)

DUE: Comment on Completed Screenplay  
(Special DB) by Monday 24 June

DUE: Comment on Paper Revision  
(Special DB) by Wednesday 26 June

DUE: Exam Essay by Friday 28 June

**PLEASE REFER TO THIS SYLLABUS OFTEN**

## ASSESSMENT

ELEMENT:	POINTS	YOUR POINTS
“Student Home Page” (Special Discussion Board [DB])	2	_____
Research Proposal	5	_____
The Internet: Discussion (DB1)	3	_____
Screenplay Contribution	10	_____
Research Paper	20	_____
Neologisms: Discussion (DB2)	5	_____
Research Paper Revision (Special DB)	20	_____
Theory of Clouds: Discussion (DB3)	5	_____
Comment on Completed Screenplay (Special DB)	5	_____
Comment on Paper Revision (Special DB)	5	_____
Essay Exam: <i>The Three Cultures</i>	20	_____
[Extra Credit]	2	_____
<b>TOTAL POINTS</b>	<b>100</b>	<b>_____</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 (except for “Tasks” – see p. 11 – which earn zero points if they are late) loses 40% each day late. **ALL WORK IS DUE BY Midnight (11:59pm) 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.**

**IMPORTANT!!!**

**No work will be accepted after the last day of class.**

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 Short Research Paper and Major Research Paper 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).

**SUBMIT RESEARCH PAPERS ... 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, say, 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. In this course it will be possible to contact me only by e-mail. 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: Dr. McCormack: -- or say: Professor McCormack:)
- Practice courtesy. (Say please and thank you, and so on...)

### *We aren't texting here.*

And please don't expect instantaneous responses. It might be a day or two before you hear from me. There are sometimes 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. 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 (sometimes more than once), or you will respond to another student's work. 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.

- ♦ **Research Proposal.** During the first week you will create a "Student Homepage" with information, specifically a list of issues, any of which you would be happy to work on with others, that will help me create groups of students who will work together. Week 1 will also see your "Research Proposal," a one page start to your Research Paper (see below). These two projects must be entirely separate, so your list of issues may not be the same as your Research Paper topic (and Proposal). In your Research Proposal write as if you are beginning your Research Paper. Include two sources that help

you initiate your argument. Read the instructions for the Research Paper (below) to see where you need to be with it, and write this one page start to your paper with those instructions in mind.

- **Screenplay Contribution.** Based upon the list of issues you will create for your "Student Homepage" I will create groups who will work on a project, a Screenplay. I will create group discussion boards where each student will contribute to the script of a Screenplay. The members of each group will be organized at random to contribute a scene. So, for example, let's say that a group of students, Yacko, Wacko, and Dot, are set to write a Screenplay about an issue that concerns them all, Global Climate Change. At random, I will have assigned Dot to begin the play, and Yacko to finish it. Each member will have one week to do their work. I will make the deadlines clear for each group. Each contribution will be 2-3 pages of screenplay followed by two pages of explanation, always double spaced. Students will not discuss their work with one another. Instead, they will simply post their contribution. Include scene settings and stage directions as needed. The story will proceed, rather than be established from the beginning. The person who begins the screenplay should make an effort to establish a premise, and the person who ends the screenplay should make an effort to conclude the story. In our example, Dot would begin the story, Wacko would continue the story, and Yacko would conclude it. Two ground rules: 1) each writer may introduce, at most, only one new character, and must include in their contribution at least one of the characters previously introduced; and 2) let's keep things at a "PG" rating. I would like to think that whatever you have to say can be conveyed in a manner that would interest people of all ages, from, say, 10 to 110.
- **Research Paper.** Write approximately 2000 words of text (about 6 pages). I count words, so you should, too. Your paper should begin with an indication of the substance of your paper, and then offer an organizing argument. Your research paper must use at least 10 sources, 5 of which must be academic sources, which means they must be **ACADEMIC JOURNAL ARTICLES**. This is the **MINIMUM** expectation. More than 10 is better than fewer than 10. I expect more of a research effort than the minimum. A minimal research effort could very well earn a minimal grade. The subject of your paper is up to you, but it must be approached from the perspectives of one of the three "cultures" of inquiry, specifically, social science. Very simply, and specifically, *become* a particular kind of Social Scientist, and write your paper *as if you were* a particular kind of Social Scientist. For example, write about some problem of cognition (e.g., addiction, or education...) as a psychologist, or as an anthropologist – or write about the problem of Climate Change (effects on distribution of wealth or power) as an economist, or as a political scientist – or...??? -- the list of possibilities here is endless. The choice is yours, but in this version of your Research Paper, be sure that you include at least two or three different statistics (which you'll find in some of the sources you use in your research). This is important. As a sociologist, or as a geographer, or as an area studies specialist, you want to demonstrate, to the best of your ability, your facility in the language of that discipline.

Comment [BM4]: C2, C3b, C4

**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!

HEADING (centered on top of page 1) as follows:

Title of Paper  
Your Name  
BIS 470  
Arizona State University  
day Month, year

- **Revised Research Paper.** Revise your Research Paper. Write approximately 2500-3000 words of text (about 8-10 pages). I count words, so you should, too. Your paper should begin with an indication of the substance of your paper, and then offer an organizing argument. Your research paper must *now* use at least 16 sources, at least 8 of which must be academic sources, which means they must be ACADEMIC JOURNAL ARTICLES. This is the MINIMUM expectation. More than 16 is better than fewer than 16. I expect more of a research effort than the minimum. A minimal research effort could very well earn a minimal grade.

Your revision must do two things that are new.

First, you need to incorporate two neologisms. You are welcome to use the neologisms that you will have already created in our discussion on Neologisms, or you may create new ones. Your use of these new words must be done seamlessly. In other words, not this: “We needed a new word, so I invented the word *glocal*.” Instead, use your words in a way (or ways) that seems to be logical and necessary without letting the reader know what you’ve done. Save that for the Appendix. Every time you use the word, highlight it in some way (e.g., bold, italics). Ideally, you’ll use your neologism(s) more than once – several times is best (show us that this word/these words is/are useful).

Second, your paper must improve the statistical analysis that you began in the first version of the paper. You’ll do this by emphasizing, in this version, the humanities (another of the “Three Cultures”). The three new journal articles must be from humanities journals. In addition, the three new non-academic sources must be literary sources. Examples include: lines of poetry or song lyrics, a visual representation of a photograph, painting, or other work of art, a quotation from a work of literature or philosophy, description and/or analysis of some musical work such as a symphony by a classical composer or a jazz performance. Your complete Revised Research Paper will weave together the measured approaches of the social sciences (in this case a specific social scientific discipline), the human expression of the humanities, and the perhaps something that is unmeasurable and inexpressible (art or music), except by the approximation of its presentation in the context of your paper. Besides meeting these minimum requirements of inclusion of sources, your Revised Research Paper is now an essay that is meant to encompass (via some aspect of the world, begun in your first version of the Research Paper) the breadth of human expression.

Comment [BM5]: C1.C2

You must also include, after your References, a section called “Neologisms” (Call it – Appendix: Neologisms). In one or two pages (whatever you think you need), explain your new words: how you created them, what they mean, how they work in your paper, and how they might work elsewhere. Conclude this brief essay with a short summary of the importance of inventing these new words specifically (neologisms) and neologisms in general.

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!

For your References page(s) you need to separate out the various kinds of sources in your paper/essay as follows:

Social Science Journal Articles [at least five of these, from the first version]  
 Humanities Journal Articles [at least three of these, newly added]  
 Works of Art/Music [at least three of these, newly added]  
 Other Sources [this includes the at least five non-academic sources from the first version, and any other new non-academic sources that you’ve decided to add]

- ♦ Exam Essay. Due by the last day of the course, this essay is based upon Jerome Kagan's book *The Three Cultures*. I will provide you with the exam question prior to the final week.
- ♦ Comments: on Completed Screenplay, and on Paper Revision. Both in their own Special Discussion Boards.

Screenplay Comments: Read the Screenplays, and read the explanations that follow them. Choose one of them for your comments. Offer your ideas: do not praise and do not criticize the Screenplay or the explanations. Instead, draw upon the ideas you've encountered in what you've read in this course to help you say something interesting about what you've just read. We want to hear about all the Screenplays, so there may not be any more comments than there are authors of the Screenplay. If the Screenplay had four authors, then there may be only four comments. (Replies to comments are not expected, but they are okay since this is a discussion. Your grade will depend only upon your first response. Please do not respond to any more than one Screenplay.) The key to your comments is your application of the course. Refer specifically to ideas from the course.

Comment [BM6]: C1

Research Paper Comments: Read several of the papers. Choose one of them for your comment. Offer your ideas: do not praise and do not criticize the paper. Instead, draw upon the ideas you've encountered in what you've read in this course to help you say something interesting about what you've just read. We want to hear a comment on every paper, so we need to have just one comment per paper. (As with the Screenplay Comments, replies to comments on papers are not expected, but they are okay since this is a discussion. Your grade will depend only upon your first response. Please do not respond to any more than one paper.) The key to your comments is your application of the course. Refer specifically to ideas from the course.

- ♦ (Extra Credit: If you have "perfect attendance," you may write a 2 page (about 600-800 words) essay that critically engages either Chapter 1 or 2 of Marjorie Garber's book *Academic Instincts*. In order to qualify, all assignments must be submitted on time. We call this "perfect attendance." Your essay can earn up to 2 points of extra credit depending on how well you do. There will be no Announcement or reminders, so it will be up to you to submit your Extra Credit essay (again, if you qualify). The deadline for the Extra Credit Essay will be the Friday *before* the last week of class. You must submit your essay as an attachment in an email message to me. Even though the deadline is the Friday before the last week of the course, to qualify perfect attendance needs to occur through the last day (and the last assignment) of the course.

**PLEASE REFER TO THIS SYLLABUS OFTEN**

**BIS 470:**

*The Three Cultures: Natural Sciences, Social Sciences, and the Humanities in the 21<sup>st</sup> Century*, by Jerome Kagan. Cambridge: Cambridge University Press, 2009.

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*Academic Instincts*, by Marjorie Garber. Princeton: Princeton University Press, 2001.

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*The Invention of Clouds: How an Amateur Meteorologist Forged the Language of the Skies*, by Richard Hamblyn. London: Picador Publishers, 2002.

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