

IDS 1001E: Brescia First Year Seminar
Thinking Hard: Elusive Questions and Perplexing Answers
2016-2017

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Classes: Wed., 5:30-6:30 Room 304, Thurs. 9:30-11:30 Room 26 (Ursuline Hall),

Fri. 10:30-12:30 Room 26 (Ursuline Hall)

Office Hours: Wed. 4:30-5:30 (Barker), Thurs. 11:30-12:30 (Hallett)

Course Description

This course seeks to develop the Brescia Competencies through a consideration of important questions whose answers either elude us or serve to perplex rather than enlighten. The questions to be considered divide into two groups: one poses queries without answers – for example, why have crime rates fallen so drastically? The other group has questions with answers, but the answers are difficult to accept. For instance, the answer to questions about the effectiveness of dieting is that dieting typically leads to weight *gain* and not weight loss. By exploring these questions and answers from multiple perspectives, you will learn to think hard.

The competencies are also developed through an examination and completion of the steps involved in producing a major research essay. The steps include selection of a topic, conducting a literature search, preparing and presenting a research plan, and writing a research essay. A final aspect of the course that looks at personal challenges facing students also contributes to the fostering of the Brescia Competencies.

Brescia Competencies

The foundation of this course is in the Brescia Competencies: Communication, Critical Thinking, Inquiry and Analysis, Problem Solving, Self-awareness and Development, Social awareness and Engagement, and Valuing. The classes and assignments in this course are designed not only to help you think hard but develop the skills you will need as contributing members of society. Through interdisciplinary discussions and readings, in-class exercises and group work, you will address significant personal and societal issues while developing lifelong abilities that will help you succeed in the future.

Course Evaluation

Attendance and Participation	20%
In-Class Exercises (Oct. 26, Nov. 23, Jan. 18, Mar. 15)	10%
Reports on Readings (Oct. 5, Feb. 8)	10%
Literature Search Report (Nov. 2)	10%
Oral Presentations/Peer Review (Mar. 23, 24, 30, or 31)	10%
Research Plan (Dec. 7)	10%
Research Essay (Apr. 5)	30%

Course Materials

Faigley, Lester, Roger Graves, and Heather Graves. *The Brief Pearson Handbook, 4th Cdn. ed.* Toronto: Pearson, 2017 and readings and other course material made available on course OWL site.

Learning Outcomes

By the end of the course, you will be able to do the following:

- Demonstrate an ability to deliver oral presentations successfully and write with a degree of style and effectiveness.
- Recognize that answers to some questions in the various academic disciplines are either difficult to determine or appear perplexing and decidedly paradoxical.
- Formulate research plans that reflect an appreciation of the research process and employ such plans to complete research essays.
- Evaluate claims and assertions about significant theories and issues with a manner that is questioning without being instantly judgmental.
- Apply the qualities and abilities inherent in the Brescia Competencies in a way consistent with an introductory consideration of any particular matter or topic.

Components of Evaluation

1. Attendance and Participation

Attendance is worth 5% or one-quarter of the 20% allocated to attendance and participation. Attendance will be recorded for each class (with some exceptions). Participation is worth 15% of the final mark. The mark for participation is determined by assigning each student a mark of either zero or one for each class. A mark of zero reflects the absence of any contribution to class discussions; a mark of one indicates participation in class deliberations. The final participation mark will be determined by expressing the number of times a student received a score of one as a percentage of a score reflecting participation in all classes. So, for example, a student who participates in 40 of the 50 classes or 80% of the classes achieves a mark of 12 out of 15 (80% of 15 is 12).

2. In-Class Exercises

In-Class Exercises involve completing four short activities during class time which relate to the topic under consideration and the assigned reading (no additional research required). The exercises entail the following: predicting the outcome of the US presidential election, playing a role in an ethical drama, maximizing points in a gaming tournament, and measuring whether wealthy people cheat when driving. The exercises represent 10% of the final mark. A mark of zero is assigned for an activity that students miss without a sound explanation.

3. Reports on Readings

Students complete two reports on designated readings, representing 10% of the final mark. Each Report on Reading, which will be about 500 words, consists of three parts. A brief introduction states the overall view of the assigned reading, an analysis section assesses the arguments of the

reading, and a conclusion offers final thoughts on the reading. More direction on the reports will be provided in class. The first report is due October 5th, the second one February 8th. Late submissions will be penalized one percent for each day late.

4. Literature Search Report

A literature search is one of the early steps in completing an essay on a worthy topic. It entails searching and summarizing briefly scholarly articles that contribute to the writing of an essay. It also requires a description of the search strategy. Accordingly, the assigned Literature Search Report specifies elements of the search strategy – keywords, search strings, data bases accessed, and actions taken to refine the strategy. As well, it gives a short description of the articles found through the search. More will be provided on this assignment in class. The report, which is due November 2, should be about 300-500 words. It should include a consideration of four scholarly articles. A late penalty of one percent per day will be applied. The assignment represents 10% of the final mark.

5. Research Plan

The Research Plan, which is worth 10%, provides a preliminary outline for the writing of the research essay. This means the plan identifies the topic and offers some idea of the overall argument or thesis of the paper. The plan follows with a section which offers any necessary background. The outline should also include the specific points or arguments first addressed in the literature search and which are now ready to be developed more fully. At this point, all parts of the Research Plan will be in the middle stages of development and will require further work and research. More information on the plan will be provided in class. The Research Plan is due the last class of the first term, which is December 7th. The same late penalty applied to other written assignments applies to this one – one percent per day.

6. Oral Presentations/Peer Review

Final drafts of the Research Essay will be presented orally to the class. The presentations, which will be about five minutes long, cover the basic claim of the paper and the supporting arguments. A peer review of the paper and the presentation will follow each presentation (and will also be five minutes in duration). The peer review assesses the quality of both the paper and the presentation. More information will be provided on the peer-review process. The presentation and peer review together count for 10% of the final mark and take place during the weeks of March 23rd and 30th.

7. Research Essay

The Research Essay represents the culmination of the all preceding research work and assignments addressing the chosen essay topic. The essay relies upon the Literature Search for relevant articles, builds upon the outline developed in the Research Plan, and takes into consideration the comments expressed in the peer review. Consultations with course instructors and fellow students will doubtless also play a part in the writing of the essay. The Research Essay, which is worth 30%, is expected to be about eight pages in length (and is due April 5th). As with the other assignments, additional information on the Research Essay will be provided in class and the penalty of one percent applies.

2016-17 BRESCIA UNIVERSITY COLLEGE
ACADEMIC POLICIES AND REGULATIONS

1. POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation must be made through an Academic Advisor and include supporting documentation. Academic accommodation for illness will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete her academic responsibilities. Minor ailments typically treated by over-the-counter medications will not normally be accommodated. Documentation shall be submitted as soon as possible to the student's Academic Advisor indicating the period of illness and when the student should be able to resume academic responsibilities. Students must submit their documentation along with a request for relief specifying the nature of the accommodation being requested no later than two business days after the date specified for resuming responsibilities. Appropriate academic accommodation will be determined by the Dean's Office in consultation with the student's instructor(s). Please note that personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are not grounds for academic accommodation.

A UWO Student Medical Certificate (SMC) is required if a student is seeking academic accommodation on medical grounds. This documentation should be obtained at the time of the initial consultation with the physician/nurse practitioner or walk-in clinic. A SMC can be downloaded from: <http://www.westerncalendar.uwo.ca/2016/pg117.html> The student must request documentation sufficient to demonstrate that her ability to meet academic responsibilities was seriously affected. Please note that under University Senate regulations documentation stating simply that the student "was seen for a medical reason" or "was ill" is not adequate to support a request for academic accommodation.

Whenever possible, requests for academic accommodation should be initiated in advance of due dates, examination dates, etc. Students must follow up with their professors and Academic Advisor in a timely manner.

The full policy on requesting accommodation due to illness can be viewed at: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf

2. ACADEMIC CONCERNS

If you feel that you have a medical or personal problem that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds may not be considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult an Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines (refer to the Registrar's website, www.registrar.uwo.ca, for official dates). You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. *Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.*

The Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory (<http://www.westerncalendar.uwo.ca/2016/pg130.html>)

3. ABSENCES

Short Absences: If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

Extended Absences: If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate.

4. POLICY ON CHEATING & ACADEMIC MISCONDUCT

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: <http://www.westerncalendar.uwo.ca/2016/pg113.html>

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Students are urged to read the section on Scholastic Offences in the Academic Calendar. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Academic Misconduct in the Western Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Student Services Centre, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation

marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

Computer-marked Tests/exams:

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal signed by the student must be sent to the Department Chair. If the response of the department is considered unsatisfactory to the student, she may then submit a signed, written appeal to the Office of the Dean. Only after receiving a final decision from the Dean may a student appeal to the Senate Review Board Academic. A Guide to Appeals is available from the Ombudsperson's Office, or you can consult an Academic Advisor. Students are advised to consult the section on Student Academic Appeals under Academic Rights and Responsibilities in the Western Academic Calendar (<http://www.westerncalendar.uwo.ca/2016/pg112.html>)

6. PREREQUISITES AND ANTIREQUISITES

Unless you have either the prerequisites for a course or written special permission from your Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisite(s).

Similarly, you will also be deleted from a class list if you have previously taken an antirequisite course unless this has the approval of the Dean. These decisions may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course because you have taken an antirequisite course.

7. SUPPORT SERVICES

The Brescia University College Registrar's website, with a link to Academic Advisors, is at <http://brescia.uwo.ca/academics/registrar-services/> . The website for the Student Development Centre at Western is at <http://www.sdc.uwo.ca/> . Students who are in emotional/mental distress should refer to Mental Health @ Western http://uwo.ca/health/mental_wellbeing/ for information including a complete list of options about how to obtain help.

Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.

IDS 1001E Thinking Hard: Elusive Questions and Perplexing Answers

Week	Dates	Lecture Content	Discipline/Competency	Seminar Content	Seminar Competency	Assignment
1	Sept 14, 15, 16	Elusive + Perplexing Issues	All competencies	Seminar introduction and Competencies	All competencies	
2	Sept 21, 22, 23	Failure is Success	All disciplines/Critical Thinking, Communication	Transition to university	Self-Development	Report on Reading – Trial Run
3	Sept 28, 29, 30	Who am I?	Psychology/Self Awareness	Research Plan/Essay, <i>Brief Pearson Handbook</i> , chs. 1; What is a scholarly conversation?/source types	Inquiry/Analysis, Communication	
4	Oct. 5, 6, 7	Who am I? (cont'd)	Completion of personality test and discussion: do you know yourself?	Research Plan and topic, <i>Brief Pearson Handbook</i> , chs. 2, 15/Developing a topic	Critical thinking, Inquiry/Analysis, Communication	Submission of Report on Reading (Oct. 5)
5	Oct. 12, 13, 14	Clinton or Trump?	PoliSci/Inquiry+Analysis	Sources, <i>Brief Pearson Handbook</i> , chs. 16-18/Searching 101: Keywords, Boolean Operators, Databases	Same	
6	Oct 19, 20, 21	Clinton or Trump?	Hillary v. Donald on issues	Oral presentations, <i>Brief Pearson Handbook</i> , chs. 14, 16/Searching 102: Full-text, appropriate sources	Same	
7	Oct 26	Clinton or Trump?	Battleground states + predictions	No class	N/A	Class exercise (Oct. 26))
8	Nov 2, 3, 4	Diet leads to weight gain	FN/Problem Solving	Revising Research Plan, <i>Brief Pearson Handbook</i> , ch. 20/Stress and mental health	Inquiry/Analysis, Self-Awareness and Development	Submission of Literature Search Report (Nov. 2)
9	Nov 9, 10, 11	Diet leads to weight gain	Counter to diets cause weight gain	Plagiarism and peer review, <i>Brief Pearson Handbook</i> , ch. 19	Valuing, Social Awareness, Problem-solving	
10	Nov 16, 17, 18	Trolley & Fat Man	Philosophy/Valuing	Oral presentations of draft research plan	Communication	
11	Nov 23, 24, 25	Trolley & Fat Man	Simulation	Oral presentations of draft research plan (cont'd)	Communication	Class exercise (Nov. 23)
12	Nov 30, 1, 2	Why falling crime rates?	Sociology/Inquiry-Analysis	Study skills and exams	Self-awareness	

13	Dec 7	Why falling crime rates?	Group consideration of valid theories	No class	N/A	Submission of Research Plan (Dec. 7)
Week	Date	Lecture Content	Discipline/Competency	Seminar Content	Seminar Competency	Assignment
14	Jan 5, 6	No class	N/A	Resilience and goals	Self-Development	
15	Jan 11, 12, 13	Win without winning	Social sciences/ Critical Thinking, Self-Awareness, Social Awareness, Valuing	Writing, <i>Brief Pearson Handbook</i> , chs. 25-26	Communication	
16	Jan 18, 19, 20	Win without winning	Tournament	Writing: <i>Brief Pearson Handbook</i> , chs. 27-29	Communication	Class Exercise (Jan. 18))
17	Jan 25, 26, 27	Modern Romance	Family Studies/Self Awareness, Problem Solving; (i) conception of marriage	Update on Research Essay <i>Brief Pearson Handbook</i> , chs. 17, 21-23; Evaluation and organizing evidence	Communication, Inquiry/Analysis, Problem-Solving	
18	Feb 1, 2, 3	Modern Romance	(ii) made more difficult by the problem of choice	Academic career and Intent to Register	Self-Development	
19	Feb 8, 9, 10	Modern Romance	(iii) settling down or even arranged marriages	Grammar, <i>Brief Pearson Handbook</i> , chs. 30-31/Advanced searching, check-in	Communication, Inquiry/Analysis	Report on Reading Assignment (Feb. 8)
20	Feb 15, 16, 17	Finding Hit Songs	MOS/Inquiry/Analysis	Grammar, <i>Brief Pearson Handbook</i> , chs. 36-37	Communication	
No class – Reading Week						
21	Mar 1, 2, 3	... Hit Songs	Getting the customer what she/he wants	Healthy social relations	Social Engagement	
22	Mar 8, 9, 10	Surest way to lose power is to gain power	DOL/Self-Awareness, Valuing	University education & careers	Self-Development	
23	Mar 15, 16, 17	Surest way (cont'd)	Go outside and test theory by looking at cheating cars	Presentation/Peer Review preview	Communication, Critical Thinking	Class Exercise (Mar. 15))
24	Mar 22, 23, 24	Did Canada commit cultural genocide?	History/Valuing, Critical Thinking, Inquiry/Analysis	Oral presentations of Research reports & peer review	Communication	Oral presentations (Mar. 23,24)
25	Mar 29, 30, 31	TBA	English	Oral presentations of Research essays & peer review	Communication	Oral presentations (Mar. 30, 31)
26	Apr 5, 6, 7	Summary and Reflection		Study and writing exams skills/Reflection	Self-Awareness	Submission of Research Essay , April 5

Readings for IDS 1001A Lecture Component

Week 1

Sept. 14

No reading

Week 2

Sept. 21

Reading 1: Ed Catmull, "Fear and Failure," in R. Van Cleave, *Creativity: A Reader for Writers*. New York: Oxford University Press, 2016.

Week 3

Sept. 28

Reading 2: Brian R. Little, *Me, Myself, and US*. New York: Public Affairs, 2014, ch. 2.

Week 4

Oct. 5

No reading

Week 5

Oct. 12

Reading 3: Thomas H. Neale, *The Electoral College: How It Works in Contemporary Presidential Elections*. Washington: Congressional Research Service, 2016.

Week 6

Oct. 19

Reading 4: David Smith, "Where Donald Trump and Hillary Clinton stand on 2016's key Issues," *The Guardian*, June 9, 2016.

Week 7

Oct. 26

Reading 5: Larry Sabato, “10 Factors That Will Determine the Next President” at <http://www.centerforpolitics.org/crystalball/articles/ten-factors-that-will-determine-the-next-president/>

Week 8

Nov. 2

Reading 6: Sandra Aamodt, *Why Diets Make US Fat: The Unintended Consequences of Our Obsession with Weight Loss*. New York: Current, 2016, chs. 1, 3.

Week 9

Nov. 9

Reading 7: Kelly McGonigal, *The Willpower Instinct: How Self-Control Works, Why It Matters, and What Can You Do to Get More of It*. New York: Penguin, 2011, 223-39.

Week 10

Nov. 16

Reading 8: Cass Sunstein, “How Do We Know What’s Moral?” *New York Review of Books*,

Week 11

Nov. 23

Reading 9: Thomas Cathcart, *The Trolley Problem or Would You Throw the Fat Guy Off the Bridge*. New York: Workman Publishing, 2013.

Week 12

Nov. 30

Reading 10: Statistics Canada, *Canada’s Crime Rates: Two Decades of Decline*

Reading 11: Statistics Canada, *Police Reported Crime Statistics* + Eric Lichtblau + Monica Davey, “Homicide Rates Jump in Many Major US Cities, New Data Shows,” *New York Times* May 13, 2016,

Week 13

Dec. 7

Reading 12: CBC, *9 Reasons Canada’s Crime Rate is Falling*”

Week 14

Jan. 5

No Lecture class

Week 15

Jan. 11

No reading

Week 16

Jan. 18

Reading 13: Douglas Hofstadter, "The Prisoner's Dilemma Computer Tournaments and the Evolution of Cooperation," in Douglas Hofstadter, *Metamagical Themas: Questing for the Essence of Mind and Pattern*. New York: Basic Books, Inc., 1985

Week 17

Jan. 25

Reading 14: Aziz Ansari (with Eric Klineberg), *Modern Romance*. New York: Penguin, 2015, chs. 1-2

Week 18

Feb. 1

Reading 15: Ansari, *Modern Romance*, ch. 4

Reading 16: Sheena Iyengar and Mark Lepper, "When Choice is Demotivating: Can One Desire Too Much of a Good Thing?" *Journal of Personality and Social Psychology* 79:6 (2000), 995-1000.

Week 19

Feb. 8

Reading 17: Ansari, *Modern Romance*, ch. 7.

Week 20

Feb. 15

Reading 18: Jonah Berger, *Invisible Influence: The Hidden Forces That Shape Behavior*. New York: Simon & Schuster, 2016), ch.1

Week 21

Mar. 1

No Reading

Week 22

Mar. 8

Reading 19: Dachler Keltner, *The Power Paradox: How We Gain and Lose Influence*. New York: Penguin Press, 2016, chs. 1, 4.

Week 23

Mar. 15

No reading

Week 24

Mar. 22

Reading 20: The Truth and Reconciliation Commission of Canada, *Honouring the Truth, Reconciling the Future: Summary of the Final Report of the Truth and Reconciliation Commission of Canada*, pp. 1-6

Reading 21: Conrad Black, "Canada's Treatment of Aboriginals was Shameful, But It was Not Genocide," *National Post* June 6, 2016 and Conrad Black, "Canada is Afflicted by a Pandemic of Defective Moralizing on Native Issues," *National Post* June 13, 2016.

Week 25

Mar. 29

TBA

Week 26

Apr. 5

No reading.