TWO CULTURES COLLABORATIVE WORKSHOP

LB (RCAH) 492
Spring 2017
M/W 3:00-4:50
Snyder C304

Office Hours
Tuesdays 10-12
Holmes 193 E
Or by appointment

Professor: Megan K. Halpern | email: mhalpern@msu.edu | twitter: @dr_halpern | Offices: Holmes 193E and Snyder C320
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ABOUT THIS COURSE

COURSE DESCRIPTION
This senior seminar is open to both RCAH and Lyman Briggs students. During the first weeks of the course, students from the two colleges will form interdisciplinary groups. Over the course of the semester, they work together to develop a project that represents their combined academic interests. Their process will follow Dr. Halpern’s design-inspired work facilitating artist/scientist collaborations through playful engagement. Final projects may take the form of websites, artifacts (designed objects, paintings, sculptures), stories, plays, histories, or other ways of sharing ideas and knowledge. Students will reflect on the collaborative process through individual journaling and group writing and reflection activities. While working in these collaborative teams, students will read canonical works that reflect on the nature of art and science, and on the relationship between the two. They will be encouraged to use these writings to reflect on their process, and on how the work they are doing with their groups fits into the broader scheme of knowledge production in the arts, sciences, and humanities. The aims of the course are to help students develop their ability to work in diverse groups; to better understand their own field(s) in relation to other disciplines, and to deeply reflect on the challenges of and reasons for working across disciplines.

WHAT TO EXPECT IN THIS COURSE
This is not an ordinary course. It is based on ideas about interdisciplinarity that are rarely explored at an undergraduate level. You’ll be challenged in ways you are not normally challenged in the classroom. But you’ll also be challenged in traditional ways. In addition to weekly readings, discussions, and journal entries, the two primary endeavors you’ll take on for this course will be a group project and a research paper. The group project is open-ended. It will be developed based on the unique talents, skills, and knowledge of the students in each group. Your journals and class discussions will help you make sense of the readings and the in-class activities in which we engage. The research paper will be a traditional paper on the topic of your choice. You’ll work on the paper throughout the semester, turning in a rough draft for feedback before you turn in the final paper.

LEARNING OBJECTIVES
The goals for this course may include traditional goals, like learning content and writing, but the design of this course also allows for another set of goals, related to collaborating across large disciplinary boundaries, developing working relationships with peers from different academic backgrounds, and reflecting on the nature of collaborative work. A central question will drive us this semester: What does it mean to collaborate across the arts, humanities, and sciences? Within this question, we will consider why we endeavor to create such collaborations, how they can be structured to be productive exercises, and what their aims should be. In some sense, we will be working together to develop the goals for the course. Specific goals include:
• Deeply consider the role of interdisciplinary collaboration through research and practice
• Explore the relationship between the “two cultures”
• Collaboratively develop creative projects with students from diverse disciplinary backgrounds
• Improve research and writing skills

COURSE MATERIALS & REQUIREMENTS

You are expected to access D2L using a computer or tablet throughout the course. Most of the readings will be provided on D2L, but you will need to purchase the *The Two Cultures*, by C.P. Snow. Please purchase the 50th Anniversary edition with the introduction by Collini.


Please also purchase a small notebook to use as a course journal. You are welcome to buy whatever kind of notebook you’d like, but I recommend a grid or plain notebook as opposed to a lined notebook. You may also choose to buy a sketchbook, with stronger, archival paper. *Please avoid spiral bound notebooks.*
ASSIGNMENTS

CLASS JOURNAL

The journals will serve two purposes. The first is to reflect on your experiences in the course; the second is to respond to writing prompts given during class periods. You should write reflection entries at least twice a week, though you are encouraged to do more. Your responses will be given periodically throughout the semester. Please date each entry and title the class prompts.

DISCUSSION BOARD

You will be expected to post and to respond discussions on D2L for many of the readings. There are a total of twelve discussion posts over the course of the semester, but you are only required to do ten (please note the final post is required and cannot be one of the two you can skip without penalty). Plan to post once before class on Mondays and to respond at least three times before class on Wednesdays. The initial posts should be several paragraphs and should aim to do at least a few of the following:

- Briefly summarize the main points of the readings.
- Raise clarification questions about the readings. Were there parts of the readings that were not clear to you? This is your opportunity to ask your peers to help you parse some of the challenging ideas you’ll encounter.
- Raise questions for discussion. Were there things you thought might be controversial, or philosophical questions about the role of technology and design in culture, or questions about power structures?
- You may also want to touch on real-world examples of concepts in the readings. Links to articles, websites, and projects that are related to the readings (when accompanied by a brief discussion) are an excellent way to engage with a reading.
- You are always encouraged to criticize or refute arguments in the readings. Did you disagree with the reading? Why? Did you find their argument flawed in someway?

LEADING CLASS DISCUSSION

After the initial six weeks of work investigating interdisciplinarity and art and science, we will collectively revise the syllabus, choosing case studies for the rest of the semester. Six pairs or groups of three (distinct from your project groups) will lead discussion on the Monday of weeks identified as “Cases in Interdisciplinarity.” A rubric and description for these class sections will be distributed later in the semester.
GROUP PROJECT

This project is the heart of the course. In the second or third week we will break into interdisciplinary groups for the project. We will work together throughout the course experimenting with different ways of facilitating and enriching collaboration. These methods will help you develop the way you work as a group as well as your project. A detailed description of each of the four deliverables for the project, along with rubrics.

Project Proposal

In Week 5 you will turn in a group project proposal that outlines your plan for the project. The proposal will be a brief description of what you aim to do over the course of the semester. The proposal will also outline your next steps.

Project Plan

In Week 8, you will turn in a more detailed description of your project and your plan for the rest of the semester. This plan will describe the work itself as well as your plan for collaboration and delegation.

Project Report

The project report will involve self-evaluations of how your group adhered to the plan you created, as well as reflections on the process and on the product. You will complete the report in Week 14.

Final Project

The final projects will be presented the final week of classes.

RESEARCH PAPER

This paper will be a polished, formal research paper on a topic related to your project or to the course material. A detailed description of each of the deliverables for the project, along with rubrics, will be provided in Week 4.

Research Paper Proposal

This short proposal will provide a research question and plan for your research paper. Feedback on these proposals will help you develop your thinking and research for the final paper.

Research Paper Draft

You will spend Week 11 workshopping drafts of your research papers.

Final Research Paper

Due at the end of the final period.
PARTICIPATION

Each week you’ll be expected to participate during class. We will complete short writing assignments during most class sessions, and those will be turned in as part of your participation grade. You will receive one point for participation each week, and that point will be determined by your thoughtful participation in group discussions and activities, completion of in-class writing assignments, and your respectful attention to each other and to me.
GRADING

Descriptions of each of the projects can be found above. Here you will find all of the information on grading in handy chart form. Detailed descriptions will be provided for each step throughout the semester.

<table>
<thead>
<tr>
<th>JOURNAL</th>
<th>DISCUSSION BOARD</th>
<th>GROUP PROJECT</th>
<th>RESEARCH PAPER</th>
<th>LEADING CLASS</th>
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<tr>
<td>You will complete at least two journal entries each week.</td>
<td>You will participate in ten online discussions over the course of the semester.</td>
<td>Your group will turn in a proposal, plan, report, and final presentation.</td>
<td>Your research paper will include a proposal, draft, and final paper.</td>
<td>Teams of two or three will lead the class in discussions throughout the semester.</td>
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<tr>
<td>Total Points: 15</td>
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<td>Total Points: 35</td>
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<th>GRADING SCALE</th>
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<td>Ongoing</td>
<td>JOURNAL</td>
<td>10</td>
<td>4.0 = 92 to 100</td>
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<tr>
<td>Ongoing</td>
<td>DISCUSSION POSTS</td>
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<td>3.5 = 86 to 91</td>
</tr>
<tr>
<td>2/15</td>
<td>GROUP DELIVERABLE: PROJECT PROPOSAL</td>
<td>5</td>
<td>3.0 = 80 to 85</td>
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<tr>
<td>3/3</td>
<td>GROUP DELIVERABLE: PROJECT PLAN</td>
<td>5</td>
<td>2.5 = 74 to 79</td>
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<tr>
<td>4/14</td>
<td>GROUP DELIVERABLE: PROJECT REPORT</td>
<td>5</td>
<td>2.0 = 68 to 73</td>
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<td>4/24-26</td>
<td>GROUP FINAL PROJECT</td>
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<td>1.5 = 62 to 67</td>
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<tr>
<td>3/1</td>
<td>RESEARCH PAPER PROPOSAL</td>
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<td>1.0 = 56 to 61</td>
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<td>3/31</td>
<td>RESEARCH PAPER DRAFT</td>
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<td>0 = less than 56</td>
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<td>5/3 5pm</td>
<td>RESEARCH PAPER FINAL</td>
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<tr>
<td>Ongoing</td>
<td>LEADING CLASS DISCUSSION</td>
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<td>Ongoing</td>
<td>PARTICIPATION</td>
<td>15</td>
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<td>TOTAL POINTS AVAILABLE</td>
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SCHEDULE

Readings listed in the syllabus and on the schedule should be completed prior to class on Monday unless otherwise indicated.

WEEK 1: INTRODUCTION AND THE VALUE OF INTERDISCIPLINARITY

For Wednesday

WEEK 2: TWO CULTURES?

For Monday
- University Holiday; no class.

For Wednesday
- Pair and Share:
- Discussion Post 1 Due

WEEK 3: BOUNDARIES, BOUNDARY WORK, AND BOUNDARY OBJECTS

For Monday
- Discussion Post 2 Due

For Wednesday
- Continue discussion (no new readings)
- Create Project Groups
WEEK 4: DESIGNING COLLABORATION

For Monday

- Discussion Post 3 Due

For Wednesday

- Continue discussion (no new readings)
- Cultural Probe

WEEK 5: ART AND SCIENCE

For Monday

- Discussion Post 4 Due

For Wednesday


WEEK 6: ART AND SCIENCE

Monday

- Discussion Post 5 Due

Wednesday

- Group Project Proposal due Friday Feb 17 (11:59 PM)

WEEK 7: ART AND SCIENCE IN THEATRE

Team 1 Presents (Wednesday)

WEEK 8: AESTHETICS AND NATURE
Team 2 Presents

WEEK 9: BIOART, SYNTHETIC BIOLOGY, AND LABORATORY ART

Team 3 Presents

WEEK 10: GENDER, IDENTITY, ART, AND SCIENCE

Team 4 Presents

WEEK 11: MUSEUMS AND LEARNING

Team 5 Presents

Field Trip to I5

WEEK 12: SCIENCE FICTION

Team 6 Presents

WEEK 13: WRITING AND PEER EDITING

We will focus on research paper drafts this week, workshopping drafts on Monday, and providing peer feedback on Wednesday.

WEEK 14: WORKSHOPPING AND REVIEW

Groups will work on their projects and we will review the course.

WEEK 15: GROUP PRESENTATIONS

Each group will have 30 minutes to present their project. Additional time will be given for questions and discussion.

FINAL

The final paper is due due Wednesday, May 3 at 5:00PM.
POLICIES

PROFESSIONALISM, PARTICIPATION, AND ATTENDANCE

My hope is that the culture of this class will be informal and respectful. This means we should all arrive on time, and should be prepared to begin the day’s activities by the time class begins. It also means we should be mindful of one another and considerate when expressing or responding to ideas and opinions.

I will not take attendance in this course unless attendance becomes a problem. This means I will not need doctor’s notes, etc. if you are absent. If I notice that you are not present, or that you’ve missed a significant number of classes, it will impact your participation grade. If I do not notice whether you are present or not, it likely means you are not participating fully in the course.

If you miss a class, it is up to you to find out what you’ve missed and to turn in any assignments that were due. Responsible students seeking opportunities for make-up work should 1) contact me via email prior to missing class, 2) seek information from the syllabus and from classmates and 3) after consulting the syllabus and speaking with classmates, take time to see me during office hours (or make an appointment) to ask thoughtful questions about material presented in their absence.

TECHNOLOGY POLICY

Your decision to use laptop or tablet in the classroom can impact not only your own learning and grade, but also the academic success of those around you. Therefore, each semester, my students discuss some of the pertinent issues regarding technologies in the classroom. Together, as a class, we make a decision and a policy regarding your use of personal devices, and that policy gets inserted into this syllabus. To prepare for this conversation, consider some of the following studies on the impact of computers and tablets in the classroom:


ACADEMIC INTEGRITY

You are responsible for knowing and understanding the policies at MSU and in Lyman Briggs College, and for holding yourself to the standards of a university scholar. Ignorance of the rules is not an excuse for plagiarism or other forms of academic dishonesty. If you are unsure about how to proceed, please consult the university website on Academic Integrity (https://msu.edu/unit/ombud/academic-integrity/), as well as the Honor Code for Lyman Briggs College (http://www.lymanbriggs.msu.edu/current_students/academics/AcademicPolicies.cfm). If you are still unsure, make an appointment and discuss your situation with your professor or with an academic advisor before you turn in an assignment.

Additionally, Students should familiarize themselves with the newly adopted Spartan Code of Honor. The Spartan Code of Honor was adopted by ASMSU on March 3, 2016, endorsed by Academic Governance on March 22, 2016, and recognized by the Provost, President, and Board of Trustees on April 15, 2016. The pledge reads as follows:

“As a Spartan, I will strive to uphold values of the highest ethical standard. I will practice honesty in my work, foster honesty in my peers, and take pride in knowing that honor is worth more than grades. I will carry these values beyond my time as a student at Michigan State University, continuing the endeavor to build personal integrity in all that I do.”

ACCOMMODATIONS FOR PERSONS WITH DISABILITIES

Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at rcpd.msu.edu. Once your eligibility for an accommodation has been determined, you will be issued a verified individual services accommodation (“VISA”) form. Please present this form to me at the start of the term and/or two weeks prior to the accommodation date (test, project, etc). Requests received after this date will be honored whenever possible.
HONORS OPTIONS

Students wishing to complete an Honors Option (H Option) in this course should contact me regarding their intentions within the first three weeks of the course. Once we have agreed on whether or not you will endeavor to complete an H Option, you’ll need to submit a one or two paragraph proposal detailing your plans and timeline. Details will be worked out on a case-by-case basis.

MANDITORY REPORTING

As a faculty member, one of my responsibilities is to help create a safe learning environment for my students and for the campus as a whole. As a member of the university community, I have the responsibility to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination. If you would rather share information about sexual harassment, sexual violence or discrimination to a confidential employee who does not have this reporting responsibility, you can find a list of those individuals here: http://counseling.msu.edu/.