Overview
This course is designed to engage you in critically examining both historical and emerging controversial science issues in society. The class will include discussions, debates, oral reports, group projects and reviews of current research literature. You will learn to critique claims in science and the science-related media and explore how the representations of scientific ideas and findings vary.

Learning Goals You should strive to develop skills to be a scholarly scientific thinker.
-- be able to recount historical stories and how they relate to modern topics. The feuds about Harvey, Bernard, Pasteur, Franklin, Wilkins, Watson, Crick, Gallo and Montagnier et al.
--gain skills to interpret the scientific content in a diverse range of literature/news/media and evaluate the supporting evidence (your mantra "what is the argument and where is the evidence?")
--gain experience communicating ideas accurately, appropriately, clearly and persuasively. Get practice writing, speaking and disseminating ideas via film to communicate your thoughts.

Senior Thesis project You should demonstrate both science and HPS scholarly thought.
You will work to either: (a) trace and "debunk" a controversial science and societal story backwards from its representation in the popular media to its original scientific findings in the field, and/or (b) pursue a “30 Days” experimental approach, as developed by filmmaker Morgan Spurlock, where you commit to experience a life or lifestyle very different than your own and use that process to test a hypothesis. You will select a story/topic, study the facts, interview experts/public and ultimately disseminate your findings through popular media, film.

You will use a smartphone (iOS, Android etc) as a camera to produce a short film to inform your audience. Your film can be traditional or 360VR video formats. Possible stories could relate to: the gay gene, Obamacare, racism, vaccinations & autism, food stamp fraud, the origin of life, intelligent design, mercury pollution, cold fusion, or tumors from phones etc.

Textbook:
Great Feuds in Medicine by Hal Hellman
Amazon.com Price: $16.95 new (~$2.00 used/digital)
Paper or digital- 256 pages (February 1, 2001)
ISBN-10: 0471208337
What will you do?

1. **GROUP WORK:** You will join a summer-long documentary team in Paris that focuses on one story and does research. Your team will identify additional readings, storyboard your film plan, and do presentations as your thesis project progresses. Your team will ultimately produce a movie that address issues like: the original findings, how the public dissemination differed, what was controversial, what the expert(s) said and what the documentary you conclude.

You will use smartphones as cameras to produce a thesis film and upload it to a website which incorporates the film and additional material. The film can be traditional or 360vr format. While each group member will be expected to learn and participate in all roles, as well as everyone becomes a digital editor in the final weeks, you will have one as your primary job. **NOTE:** At least 90% of your final thesis film should be comprised of still imagery (aka Ken Burns style).

Your group will present your final video elements at the end of July in Paris and later your finished documentary film will be submitted to the East Lansing Film Festival (http://www.elff.com/).

### Three person group Roles:
1. **Director:** 1° responsibility leading the planning/storyboard/organizing for project.
2. **Tech Guru:** 1° responsibility is website, sound capture, digital editing of the film.
3. **Cinematographer:** 1° responsibility is camera (photography) and digital editing of film.

### Four person group Roles:
1. **Director:** 1° responsibility is leading the planning/storyboard/organizing for project.
2. **Digital Editor:** 1° responsibility is sound (sound capture) and digital editing of the film.
3. **Cinematographer:** 1° responsibility is camera (photography) and digital editing of film.
4. **Tech Guru:** 1° responsibility is website & wifi/computer/ware/tech problems for project.

2. **INDIVIDUAL WORK:** Readings from the Feuds book and other sources will serve to frame history and controversy in the sciences. You will read, write, take quizzes and present findings to the class. You will participate in discussions, keeping a journal that includes events about your own personal experiences and your group’s progress, share journal readings and complete an interview.

### Course assignments:
In Paris your learning/performance will be assessed by:
- **One (gPSA) Perec public service announcement** - Individual 60 second video en français.
- **One (talk) oral presentations** - Concerning stage and status of group project.
- **Keeping a journal** - Concerning both personal and group project events/experiences.
- **Quizzes on readings** - There will be quizzes on assigned readings in class.
- **Attendance/Participation** - Participation is a significant part of this class.
- **Group documentary film (and website)** - Group thesis “videography.”
- **Thesis Interview** - Concerning knowledge of media and topics discussed in project.

*Films will not be graded by Luckie and Seguin, but instead by a panel of external experts (3 Profs at LBC) using the LBC Universal Communications Rubric.

### Components of final grade:
gPSA=10%, journal=10%, Interview=10%, Presentation=15%, Quizzes=15%, Attendance & Participation= 15%, Documentary Project= 25%
Tentative Schedule

- **Week 0: Orientation (Prof. Luckie)**
  Wednesday (June 28): Arrival Day, LB492 meets@Pont Neuf 3-4pm. Start Perec gPSAs.
  Assignment for Thursday: Georges Perec & images/experience making gPSAs en français.
  Thursday (June 29): ACCENT Orientation Session, LB492 meets@Louvre 2-4pm.
  Assignment for Friday: Georges Perec & images/experience making gPSAs en français.

»»Friday (June 30): Review completed gPSAs, build rubric for grading presentations.
  Assignment for Monday: Prepare for USA Presentations

- **Week 1: Introduction (Prof. Luckie)**
  Monday (July 3*): **Reports on USA elements of Documentary & website** (show website with video clips built from still photos with narration etc, Tech Gurus are presenters and graded).
  Reading assignment for Wednesday: Chapter 1 Feuds Harvey
  Tuesday (July 4): **STUDIO DAY** (groups can meet with Prof individually)
  Wednesday (July 5): Quiz on reading, “This is ME, my IDEA exercise” Constructive Controversy with Feuds Reading.
  Thursday (July 6*): **Group Storyboard Presentations Today** (storyboard plan and treatment details with planned scenes and dialogue for film, Directors are presenters and graded).
  Reading assignment for Monday: Chapter 4 Feuds Bernard

- **Week 2: Application (Prof. Luckie & Prof. Seguin)**
  Monday (July 10*): Quiz on reading, Shotgun Discussion with Feuds Reading.
  Reading assignment for Friday: Chapter 5 Feuds Pasteur
  Wednesday (July 12*): **Progress Reports on Paris elements of Documentary** (show stills/video). (Cinematographers are presenters and graded for this Presentation)
  Thursday (July 13): Quiz on reading, Constructive Controversy with Feuds Readings.

Attention! Bastille Day est une fête nationale, donc pas de classe (no senior seminar class meeting) 14 Juillet

- **Week 3: Extra Effort (Prof. Seguin)**
  Monday (July 17*): Readings from journals, poetry, may meet at field site.
  Reading assignment for Thursday: Ch. 9 Great Feuds Franklin v. Wilkins
  Tuesday (July 18): **STUDIO DAY** (groups meet with Prof individually at café 2-4pm)
  Wednesday (July 19): Readings from Judgment, journals, poetry, may meet at field site.
  Thursday (July 20*): Quiz on reading, Constructive Controversy with Feuds Reading.
  Reading assignment for Monday: Ch. 10 Great Feuds Gallo/Montagnier & AIDS

- **Week 4: Resolution (Prof. Seguin)** —Attention! Le Tour de France arrivera à Paris dimanche 23 Juillet
  Monday (July 24): Shotgun Discussion of Feuds reading.
  Tuesday (July 25) **STUDIO DAY**
  Wednesday (July 26*): **Final Film and website Presentation** (show final video).
  Thursday (July 27*): **Final Film and website Presentation** (show final video).
  (Digital Editors are the presenters and graded for the final project Presentation)

* Unless told otherwise, assume that on days with asterisks we shall meet at a classroom in the ACCENT building.
Paris 2017 Contract (sign & return)

In an attempt at transparency, this is a consent contract between the instructor and student. Read the announcements below before signing to indicate you accept the conditions of the Paris 2017 Study Abroad.

1. TALENTED: I am aware students in this program are extraordinarily smart, creative and talented and thus their creative efforts are expected to be at an elite upperclassman level. Examples of elite work of prior students, that won awards from the East Lansing Film Festival and MLK Jr Prize, are on course website for inspiration (i.e. “Beg” “RU~486” “Islamérica”).

2. ARTIST: I am aware that I will live in Paris, a city where Americans have throughout history come to learn science, medicine and art, and my thesis work is to create film, a form of art, that impacts its audience in a profound way.

3. AWAY: I understand that I am going away to college. And just like when I left home to start as a freshman at MSU, once again I’ll face a moment in my life which has both excitement and challenges. I will move into a new campus with fewer creature comforts, travel each day to classes via metro, and have European professors who may have higher expectations.

4. LIVING the dream: Students from prior programs have provided wisdom that you will find true. It’s all about your attitude and what you decide to do with yourself. Avoid tourist traps, spend your money and free time living life as a Parisian. You can choose to get up each day and realize how wonderful it is that you live in Paris, embrace joining international students and friends in amazing French classes at the historic Sorbonne and enjoy being an artist proudly creating a thesis project work of art. You can design your work to take your group all over the city and earn valuable life experiences with friends.

5. TIME: I am aware the Sorbonne curriculum includes one grammar course which meets 2 hours each morning Mon-Fri for 4 weeks, and a phonetics class that meets 1 hour each day for 2 weeks. The senior seminar course will also have meetings for 1.5 hours each afternoon four times per week. My group will likely want me to meet regularly and visit sites in Paris to film our thesis project. I can be disciplined and choose to do my work during day or night, so I control when I have free time.

6. HOMEWORK: I am aware that I will likely have French grammar homework 4 nights per week, but likely zero homework from phonetics lab. French homework may take 40-60 minutes to complete. I am also aware that during a week I will likely have 1-2 reading assignments that might each take 40-60 minutes for my senior seminar course and a quiz at the start of class for each reading. On class days when I do not have a reading due, I will likely have a group progress report talk due for which my group will want me to meet and prepare for in advance.

7. PROCRASTINATION: My group designs our own project (creating our own workload) and will be expected to complete the Michigan part of our senior thesis project prior to travel to France. We will then complete our Paris part during the 4 weeks in Paris. We will have several progress reports we must prepare for in Paris. If we procrastinate prior to travel, when we have ample time and tech resources, we may become overwhelmed with the workload we created for ourselves.

8. GRADE SCALE I am aware that for senior seminar I will have a quiz or graded exercise each week and unless I read the assigned pages in the reading, study them prior to the quiz, I will get a low score. I will be evaluated using a University level grading scale where doing "pretty good" on an assignment is considered average, and thus will earn a 2.0-2.5 level score. Numerical scale used: 90-100%=4.0, 85-89.9%=3.5, 80-84.9%=3.0, 75-79.9%=2.5, 70-74.9%=2.0, 65-69.9%=1.5, 60-64.9%=1.0, 55-59.9%=0.5, <55%=0.0
   A "3.0" score is considered Excellent. It is impressive work, top of the class, and their work was done extremely well but nothing beyond what was expected. A "3.5" is Most Excellent. Every detail of their work was done extremely well and they found additional papers and evidence beyond what they were told. The "4.0" is Outstanding. It has the 3.0, 3.5-level elements + student impressed Prof with how much & well they did the work. They taught Prof something original.

9. BLIND & THIRD PARTY GRADING: As the Undersigned student, in senior seminar I am aware rubrics used to grade work will be applied blind when possible as well as the final projects will be graded with the LBC Universal Communication Rubric by external faculty at MSU (not my instructors). If I am not accustomed to having my work objectively reviewed with a rubric by external experts, I may be uncomfortable and should consider preparing well so to be up to this challenge.

10. VERBAL THESIS INTERVIEW: I am aware a verbal thesis interview will be used to examine my individual knowledge of a part of the group thesis project. The thesis interview is pass/fail.

11. GROUP GRADES: I am aware that I, with the help of other students in my research group, will be authoring one senior thesis project and my grade will be based on the experts' evaluation of the work as a whole. I realize I will be expected to review the entire project before submission. If this doesn’t work for me, I should discuss it with group & profs immediately.

12. HONOR CODE: In the authoring of work, I am also aware that if elements are found to be plagiarized, I may be given a zero for the assignment or even the LB492 course grade.

I have read the above announcements and LB492 syllabus. I understand and I agree to the tenets of this contract.

Printed Name
Signature
Date