

## **Intelligence: Artificial and Human**

### **SMC199H1F**

**Seminar:** Tuesday 9am-11am  
AH 304  
**Tutorials:** Thursday 3-4 pm  
AH 302

### **CSC199H1F**

Tuesday 1-3pm  
TF102  
Thursday 2-3 pm  
TF200

### **Instructors:**

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Office Hours: By appointment or Th. 4-6 pm (during CHC social)  
Office: OH131 (50 St. Joseph St.)

### **Course Description:**

This course engages the history, assumptions, and aspirations of computer science, and AI in particular. It invites humanities and computer science students to inquire into such questions as: What is human intelligence, and how close are we to replicating it? How productive (or reductive) is the brain-computer analogy? What are the ethical challenges posed by AI systems (on workers, on society, on the environment) and should we — can we? — put a hold on “progress”? Is Silicon Valley the seat of a new techno-religion, and if so, what implications does this have for research incentive and funding? What are the historical roots of computer science, robotics, and AI, and what can they teach us about today's research priorities? What insight (or inspiration) can we get from works of science fiction about the future of human-AI interaction? Assignments will ensure that in addition to wrestling with these questions, students acquire the fundamental reading, writing, and research skills they will need to succeed throughout their undergraduate studies and beyond.

### **Course Objectives:**

In an age increasingly shaped by the exigencies of AI and deep learning research, a humanistic perspective on intelligent technologies will help the next generation of students remain in control of their field, and take it in new and exciting directions. Conversely, computer literacy, along with a deeper appreciation for the ways computer scientists identify and solve problems, should be part of any humanistic education, along with traditional reading, writing, and oral expression skills. Writing algorithms has started to become an essential skill outside of the computing sciences, although not as an end unto itself; even among computer science undergraduates, knowledge of computer programming will not guarantee employment — let alone a fulfilling career — in a competitive market-place where humans must compete with AI technologies. To be

deployed to its fullest potential, computational thinking must be both subjected to critical inquiry and informed by culture. We believe that the best way to accomplish this is to integrate an introduction to computational thinking with a rigorous survey of the philosophy and history behind it. This course proposes just that: a collaborative experiment between fledgling computer scientists and humanists.

### Rules and Expectations:

- ❖ **Attendance:** This course interlaces lectures with discussions based on assigned readings. Attendance *and* participation are *mandatory* (this includes the tutorials). Students will need to provide adequate justification for missing class. Failure to do so will result in penalties on the participation grade.
- ❖ **Work ethics:** By default, classes will take place **in person**. A Zoom link will be provided in the event we need to meet online. When attending class remotely, students are expected to be properly attired, awake, and ready to turn their video cameras and microphones on for discussion. We also strongly recommend that you **print out your readings** so as to be able to quickly flip through material as the seminar unfolds.
- ❖ **Late submission policy:** Late submission of assignments will be penalized by a half-grade per day (i.e., 2-3%). For instance, a B+ paper submitted 2 days late would thus receive a B-. Please submit on time using the Quercus page.
- ❖ **Plagiarism policy:** The University of Toronto treats cases of academic misconduct very seriously. Beware in particular of plagiarism, which includes copy-pasting, paraphrasing, and appropriating someone else's words or ideas without properly acknowledging them (or, for that matter, doing so with your own work) as well as the use of unauthorized writing aids. Consult the University of Toronto's *Code of Behaviour on Academic Matters* for more information: <http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppjun011995.pdf>. For a thorough guide on what constitutes plagiarism (pay special attention to inadequate paraphrases): <https://usingsources.fas.harvard.edu/what-constitutes-plagiarism>
- ❖ **AI policy:** Use of ChatGPT and other AI-powered software and tools to write or do substantial edits to your assignments is not authorized in this course, and may result in an academic offence. Come see us instead if you need help!

### Evaluation:

Two-Sentence Summaries: 10% (10 x 1% each; must be submitted in class)  
 Problem Set: 15%  
 Bibliography: 10%  
 Book review proposal: 5%  
 Book review draft: 10%  
 Final book review and oral examination: (10 +20=)30%  
 Attendance and participation: 20%

\*To ensure your papers match university standards, we ask that you use the "Essay Checklist: Click Your Way to an A" tool offered by the Kelly Library when formatting, revising, and submitting your final drafts. You can access it here: <http://kl-smc.site/cl/index.html>

**Required Text:**

Graff, Gerald and Cathy Birkenstein. *They Say / I Say: The Moves That Matter in Persuasive Writing*. New York: W.W. Norton & Co., 2007.

**For bibliographical references and essay writing tool, consult:**

McKibbin, Joan and Margot Northey. *Making Sense: A Student's Guide to Research and Writing*. 8th ed. Oxford: Oxford University Press, 2015.

Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8th edition. Chicago: Chicago University Press, 2013.

You can also consult the Chicago Manual of Style online (17th edition), via the library website.

## Class Schedule

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### INTRODUCTIONS

**WEEK 1: What is (Artificial) Intelligence?** (Jan. 6)

- AI and/in academia
- Various perspectives, audiences, and genres

**Tutorial** (Jan. 8):

- Introductions, discussion, further questions (about syllabus and assignments)

▸ ▸ ***Reading for this week:***

Before the first class, please read and come ready to discuss:

Ronald Purser, "AI is Destroying the University and Learning Itself," *Current Affairs*, Nov/Dec 2025, [https://www.currentaffairs.org/news/ai-is-destroying-the-university-and-learning-itself?fbclid=IwY2xjawOevCBleH-RuA2FlbQIxMQBicmlkETE3bDJ0ZHBtMzFiamxQRE52c3J0YwZhcHBfaWQQMjI-yMDM5MTc4ODIwMDg5MgABHoqL44sh6TwO7VbxO0sAID-WjrknXuH3TnYZ30RepXUIf3x8J\\_7j-k1c7YzpP\\_aem\\_vBiwfKo3bijOfbf1sLi9Aw](https://www.currentaffairs.org/news/ai-is-destroying-the-university-and-learning-itself?fbclid=IwY2xjawOevCBleH-RuA2FlbQIxMQBicmlkETE3bDJ0ZHBtMzFiamxQRE52c3J0YwZhcHBfaWQQMjI-yMDM5MTc4ODIwMDg5MgABHoqL44sh6TwO7VbxO0sAID-WjrknXuH3TnYZ30RepXUIf3x8J_7j-k1c7YzpP_aem_vBiwfKo3bijOfbf1sLi9Aw) (last accessed Dec. 15, 2025)

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### INTRODUCTIONS

(with touches of literature and philosophy)

**WEEK 2: What is (Human) Intelligence?** (Jan. 13)

- Intelligence, the mind, the soul, and consciousness
- Thinking, reasoning, learning

**Tutorial** (Jan. 15):

- Introductions and discussion (what's a thesis)

- ▸ **Readings for this week:**

Richard Grant, "Do Trees Talk to Each Other?," *Smithsonian.com*, March 2018,

<https://www.smithsonianmag.com/science-nature/the-whispering-trees-180968084/>

Georges Louis Leclerc de Buffon, *Natural History*, 10 vol., trans. James Smith Barr (London: 1807), 6: 122-130.

Gerald Graff and Cathy Birkenstein, *They Say / I Say: The Moves That Matter in Persuasive Writing* (New York: W.W. Norton & Co., 2007), 1-15 ("Introduction: Entering the Conversation"), 163-66 (Ch. 12 "I take your point": Entering Class Discussions").

- ▸ **Assignment for this week:** Write your instructors a *formal email*. In this email, you should introduce yourself and request a mock appointment (or a real one, as you wish—**please specify**). Make sure to provide a specific reason for this appointment, as well as a set of potential meeting times and whether you would rather meet in person or over Zoom. Provide **several meeting time options**, to maximize the chance one of us will be available.

**\*\*Two-Sentence Summary due in class (Grant)\*\***

INTRODUCTIONS  
(and a touch of history)

**WEEK 3: Intelligence, Measurable?** (Jan. 20)

- Theories of intelligence
- IQ-testing and its implications

**Tutorial** (Jan. 22):

- Modes and Genres of Academic Writing

- ▸ **Readings for this week:**

J. Philipp Rushton and Arthur R. Jensen, "Thirty Years of Research on Race Differences in Cognitive Ability," *Psychology, Public Policy, Law* 11, no. 2 (2005): 235-294. [Read sections 1, 2, and 15.]

Jackson, John P. Jr., "Arthur Jensen, Evolutionary Biology, and Racism," *History of Psychology*. Advanced online publication, 28 July 2022. <https://doi.org/10.1037/hop0000221>

Henry D. Schlinger, "The Myth of Intelligence," *The Psychological Record* 53, no.1 (2003): 15-32.

Graff and Birkenstein, *They Say / I Say*, 19-30 (Ch. 1: "Starting with What Others Are Saying").

**\*\*Two-Sentence Summary due in class (Schlinger)\*\***

THE HISTORICAL LENS

**WEEK 4: The Long History of Computation** (Jan. 27)

- Leibniz and the deep roots of computer science
- The computer before the computer

**Tutorial** (Jan. 29):

- Gathering Sources: Visit of the Kelly Library

▸ ▸ **Readings for this week:**

Jonathan Gray, “‘Let us Calculate!’: Leibniz, Lull, and the Computational Imagination,” *The Public Domain Review*, <https://publicdomainreview.org/2016/11/10/let-us-calculate-leibniz-llull-and-computational-imagination/>

G. W. Leibniz, “Dissertation on the Art of Combinations 1666 (Selection),” in *Philosophical Papers and Letters*, ed. and trans. Leroy E. Loemker, (Dordrecht/Boston/London: Kluwer Academic Publisher, 1989): 73-84. Also available online:

<https://www.math.ucla.edu/~pak/hidden/papers/Quotes/Leibniz-Arte-Combinatoria.pdf>

Graff and Birkenstein, *They Say / I Say*, 30-41 (Ch. 2: “The Art of Summarizing”) and 173-83 (Ch. 14: “Reading for the Conversation”).

**\*\* Two-Sentence Summary due in class (Gray) \*\***

THE HISTORICAL LENS

**WEEK 5: Who Invented the Computer (and Why)?** (Feb. 3)

- Ada Lovelace and the Babbage Engine
- Mathematical theories of computing

**Tutorial** (Feb. 5):

- Professional Ethics, Part 1

▸ ▸ **Readings for this week:**

Bruce Berman, “The Computer Metaphor: Bureaucratizing the Mind,” *Science as Culture* 1, no. 7 (1989): 7-42.

Eugene Eric Kim and Betty Alexandra Toole, “Ada and the First Computer,” *Scientific American* 280, no. 5 (May 1999): 76-81.

Graff and Birkenstein, *They Say / I Say*, 42-51 (Ch. 3: “The Art of Quoting”).

**\*\* Two-Sentence Summary due in class (Berman) \*\***

**\*\*Bibliography due Friday, Feb. 6\*\***

THE HISTORICAL LENS

**WEEK 6: Crucibles of AI Research** (Feb. 10)

- Alan Turing, his Test, and his Predictions
- The Dartmouth Conference: Laying out the Research Program

**Tutorial** (Feb. 12):

- Discussion of Problem Set Assignment.

▸ ▸ **Readings for this week:**

A. M. Turing, “Computing Machinery and Intelligence,” *Mind* 49, no. 236 (Oct. 1950): 433-460.

J. McCarthy et al., *A Proposal for the Dartmouth Summer Research Project on Artificial Intelligence*. August 31, 1955. Available online: <http://jmc.stanford.edu/articles/dartmouth/dartmouth.pdf>

Graff and Birkenstein, *They Say / I Say*, 55-67 (Ch. 4: “Three ways to Respond”).

**\*\*Two-Sentence Summary due in class (Turing) \*\***

**WEEK 7: Reading Week** (Feb. 17)

No class.

THE HISTORICAL LENS

**WEEK 8: Norbert Wiener’s Cybernetics** (Feb. 24)

- Humans and Machines in the Age of Information
- AI, games, and geopolitics

**Tutorial** (Feb. 26):

- What is evidence? What is a proof?

▸ ▸ **Readings for this week:**

Norbert Wiener, *The Human Use of Human Beings* [originally published in 1950] (London: Free Association Book, 1989), 15-27 [Ch. 1; feel free to read the preface too].

Norbert Wiener, “Cybernetics and Psychopathology,” in *Cybernetics, or Control and Communication in the Animal and the Machine*, 2nd ed. (Cambridge, MA: MIT Press, 1961), ch. 7.

Graff and Birkenstein, *They Say / I Say*, 68-77 (Ch. 5: “Distinguishing What You Say from What They Say”).

**\*\*Two-Sentence Summary due in class (Wiener’s “Cybernetics and Psychopathology”) \*\***

**\*\*Problem Set due Friday, Feb. 27\*\***

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THE PHILOSOPHICAL LENS

**WEEK 9: Philosophy, Science, and Computation** (March 3)

- System analysis and the architecture of complexity
- Intelligence and decision making

**Tutorial** (March 5):

- J.O.'s Dojo: Stress management

▸ ▸ **Readings for this week:**

Herbert A. Simon, "The Architecture of Complexity," *Proceedings of the American Philosophical Society* 106, no 6 (December 1962): 467-482.

Graff and Birkenstein, *They Say / I Say*, 92-101 (Ch. 7: "Saying Why It Matters").

**\*\*Two-Sentence Summary due in class (Simon) \*\***

**\*\*Book Report Proposal due Friday, March 6\*\***

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THE PHILOSOPHICAL LENS

**WEEK 10: Should We Pursue AI, and If so How?** (March 10)

- Labour, law, and the environment
- Ethical and Legal perspectives

**Tutorial** (March 12):

- Professional Ethics, part 2

▸ ▸ **Readings for this week:**

Kate Crawford and Vladan Joler, "Anatomy of an AI System," 2018. Available online:  
<https://anatomyof.ai>

Vincent C. Müller, "Ethics of Artificial Intelligence and Robotics," *The Stanford Encyclopedia of Philosophy* (Summer 2021 Edition), Edward N. Zalta, ed., Available online:  
<https://plato.stanford.edu/archives/sum2021/entries/ethics-ai>

Graff and Birkenstein, *They Say / I Say*, 78-91 (Ch. 6: "Skeptics May Object")

**\*\*Two-Sentence Summary due in class (Crawford & Joler)\*\***

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THE PHILOSOPHICAL LENS

**Week 11: Transhumanism: Promises, Perils, and Prophecies** (March 17)

- Silicon Valley's Techno-Cults
- Projections, Predictions, Fabulations

**Tutorial** (March 19):

▸ ▸ **Readings for this week:** What Is It Like to Work For Google? What it is like to work for Gerald?

Watch *Artificial Immortality: The AI Documentary*, directed by Ann Shin (2021; Toronto: Fathom Film, 2021), DVD/Streaming.

Yuval Noah Harari, “‘Homo Sapiens is an Obsolete Algorithm’: Yuval Noah Harari on How Data Could Eat the World,” *Wired*, 1 Sept. 2016, Accessed 28 July, 2022,

<https://www.wired.co.uk/article/yuval-noah-harari-dataism>

Meghan O’Gieblyn, “Ghost in the Cloud: Transhumanism’s Simulation Theology,” *N+1*, Issue 18, Spring 2017, <https://www.nplusonemag.com/issue-28/essays/ghost-in-the-cloud/> (accessed January 6, 2024)

Graff and Birkenstein, *They Say / I Say*, 105-20 (Ch. 8: “Connecting the Parts”)

**\*\*Two-Sentence Summary due in class (Harari or O’Gieblyn)\*\***

**\*\*Book Report Draft due Friday, March 20\*\***

## THE LITERARY LENS

**WEEK 12: Is the Brain a Computer?** (March 24)

- Metaphors and computer science
- Scientific theories as metaphors

**Tutorial** (March 26):

- Opening your mind to close reading (poetry analysis workshop)

▸ ▸ **Readings for this week:**

Robert Epstein, “The Empty Brain,” *Aeon*, 18 May 2016, <https://aeon.co/essays/your-brain-does-not-process-information-and-it-is-not-a-computer>

Blake Richards, “Yes, the Brain is a Computer... No, it’s not a metaphor,” *Medium: The Spike*, 1 Oct. 2018, <https://medium.com/the-spike/yes-the-brain-is-a-computer-11f630cad736>

Graff and Birkenstein, *They Say / I Say*, 184-201 (Ch. 15: “Entering Conversation about Literature”).

**\*\*Two-Sentence Summary due in class (Epstein or Richards) \*\***

## THE LITERARY LENS

**WEEK 13: Singularity and the Future of AI** (March 31)

- The future of intelligence, artificial and human
- Science fiction: what can it teach us?

**Tutorial** (April. 2):

- The joys (and the pain) of writing (and rewriting)

▸ ▸ **Readings for this week:**

Isaac Asimov, “The Last Question,” *Science Fiction Quarterly* 4, no. 5 (November 1956), 7-15.

Ted Chiang, “Exhalation,” in *Eclipse Two: New Science Fiction and Fantasy* [Digital edition], ed. Jonathan Strahan (Night Shade Book, 2009), 1-15.

Graff and Birkenstein, *They Say / I Say*, 139-59 (Ch. 11: “Using the Templates to Revise”).

**Optional:** Watch (or re-watch) a science fiction movie that features some kind of brain-computer interface, consciousness upload, brain hacking, etc. Come ready to discuss.

**\*\*Make up Two-Sentence Summary due in class (Asimov or Chiang) \*\***

**\*\*Final Book Review and Oral Examination: TBD\*\***

## Assignment Instructions:

### Tips for Chicago Style (Notes and Bibliography variant):

- 1) Journal, magazine, newspaper, and book titles should always be *italicized*. No quotation marks.
- 2) The titles of articles published *within* journals, magazines, or newspapers should be in quotation marks (“ ”); so should the titles of book chapters.
- 3) Punctuation come *before* quotation marks, and quotation marks *before* footnote calls. A footnote call is a superscript digit that refers the reader to the appropriate note at the bottom of the page; it should be placed at the very end of the sentence. E.g.:

Turing argues that his reformulation of the question “can machines think?” has “the advantage of drawing a fairly sharp line between the physical and the intellectual capacities of man.”<sup>1</sup>

<sup>1</sup> A. M. Turing, “Computing Machinery and Intelligence,” *Mind* 49, no. 236 (Oct. 1950): 434.

Notice: punctuation first, then quotation mark, then footnote call.

4) If you cite or paraphrase a source, you need to use footnotes. Pay attention to their formatting. The example at the bottom of this page gives you a template for scholarly articles published in an academic journal. The format varies depending on the kind of source you are citing. You should refer back to the official *Chicago Manual of Style*: [https://librarysearch.library.utoronto.ca/permalink/01UTORONTO\\_INST/14bjeso/alma991106655356706196](https://librarysearch.library.utoronto.ca/permalink/01UTORONTO_INST/14bjeso/alma991106655356706196)

### **1. Two-Sentence Summaries (10 pts.):**

As undergraduate students, you are responsible for preparing weekly readings. This means you are expected not only to keep up with the readings assigned in the syllabus, but also to annotate them, have them with you during class (preferably in print), and stand ready to discuss them with us and with your peers. To help you prepare, we ask that you submit 10 two-sentence reading summaries in response to the assigned readings (NB: you should still read *all* the readings, not just those you summarize!). Assignments must be submitted in print, in class. Due dates can be found on the class schedule.

**What's a Two-Sentence Summary?** We are glad you asked! The short of it is that this assignment requires you 1) to excerpt two sentences from one of your readings (one sentence capturing the thesis of the author, the other sentence striking you as discussion-worthy); 2) write two short paragraphs to justify your choice (one paragraph for each excerpted sentence); and 3) formulate a question about or in response to the readings. Please refer to the detailed instructions circulated on the first class (also available on Quercus), and follow them scrupulously. Only complete assignment will receive a full mark.

*Pay special attention to formatting and use the instruction sheet as your template.*

Make sure the document you submit in class includes a heading with the submission date, your name, your main instructor's name (SMC = Richard, CSC = Penn), the course code, and a title. Do not include this heading in the "header" box of your word processor; save that space for page numbers, which you need to include in any assignment running longer than a single page. Be mindful of grammar and spelling mistakes. Aim for clarity, concision, and precision. Every response you submit will earn you 1 mark, for a maximum of 10 marks for the whole term. Incomplete or poorly formatted assignments will receive 0.5; botched or missing assignments, 0.

#### ***Formatting Instructions:***

Double-spaced, 1 inch margins, Times New Roman 12, page numbers in upper right corner (if longer than a page). Use the "short heading" template provided with the sample summary.

### **2. Problem Set (15 pts.)**

Instructions on how to answer the Problem Set will be given in class, during tutorial, along with the questionnaire.

### 3. Bibliography (10 pts.):

Any research project requires gathering, analyzing, and acknowledging sources. Gathering sources help you frame your inquiry, i.e., figure out what has been written on your topic, and where you think you can make a useful contribution to the conversation. Analyzing them not only provides you with information and insight, but also helps you support your own argument, by suggesting counterpoints or even ideas for an entire paper. Academic writing standards require that you keep track of consulted sources, through proper citations and with the help of a bibliography or works cited list. For this assignment, you are asked to pick a topic of your choice (so long as it relates to AI and computing from a historical, a philosophical, or literary-critical standpoint) and build a working bibliography using Chicago Style (Note and Bibliography) instructions. ***Your bibliography should comprise 10 items, including at least 2 scholarly monographs/books, 2 scholarly articles, 1 book chapter or article from an anthology/edited volume, and 1 scholarly encyclopedia or dictionary entry.*** You should list items ***in alphabetical order by author's last name***, but make sure to ***identify the category to which each source belongs at the end of every entry***. You can use digital versions of material normally published in print (e.g., e-books or scholarly articles found in an online database), but should avoid web pages altogether, unless they are hosted by serious academic institutions. You will receive marks for adequately formatting your entries (pay attention, for instance, to ***hanging indentation***), as well as for choosing materials that meet academic standards.

#### ***Formatting Instructions:***

Double-spaced, 1 inch margins, Times New Roman 12, page numbers in upper right corner. Use the “short heading” template of the two-sentence summary instruction. Read the Chicago Style -- Footnote-Bibliography instructions carefully: [https://www.chicagomanualofstyle.org/tools\\_citationguide/citation-guide-1.html](https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html).

### 4. Main Assignment: Academic Book Review (45 pts. total)

Your main assignment this term is academic book review, i.e., a critical summary of a scholarly monograph (subject to our approval, and fitting with the themes explored in this course). Book reviews are essential to the academic profession, particularly in the humanities and the social sciences. Indeed, few scholars can keep up with the literature of their own fields, let alone with that of adjacent fields, without other experts digesting it for them. Since most of your classes will require that you engage meaningfully with the thoughts of other scholars, learning to summarize and evaluate a complex, book-length argument will serve you well. The assignment is broken down into three steps:

#### **4a) Book Review Proposal (5 pts.):**

We ask that you submit a ***one-page proposal*** in which you state which monograph you intend to review (pick one from the list we will provide you). Treat this assignment as if it were a reading summary assignment, by answering all the questions you can answer at this early stage and by telling us why you picked this book: who wrote it, what kind of source is it, what is it about, what is its main thesis and/or goal, why is it a good choice. Please provide an academic justification for your choice, not a touchy-feely narrative of how you came across the source. In other words, what makes this book a valuable contribution to the literature? Why should someone want to read it? We recommend you make an appointment or contact us by email if you have any doubts or concerns.

***Formatting Instructions:***

Double-spaced, 1 inch margins, Times New Roman 12, page numbers in upper right corner (if longer than a page). Use the “short heading” template provided with the sample summary. Citations, if you include any, should be formatted in Chicago style (the Notes and Bibliography variant).

**4b) Book Review, First Draft (10 pts.):**

By now, you should have read your monograph at least once and taken notes on the side. In order to ensure you are on the right track, we ask that you submit an early draft of your final book review with a *formal cover page* and a short *bibliography* (if appropriate). This draft should be about 1000 words in length, and modeled after the kind of book reviews one encounters in academic journals (examples will be discussed in class). It should begin with an introductory paragraph stating the title of the book and the author’s name (i.e., your topic) and restate its thesis and/or purpose (i.e., your thesis statement). A few words about where this book fits in the literature is also advisable; most likely, the author is explicit about it in their introduction. The following paragraphs of your review should summarize the argument (chapter by chapter if there are only a handful, or else by thematic “clusters”), and then critique its argument, with supporting evidence taken from the text or from the scholarly literature (other than other book reviews). When you cite, make sure to follow Chicago Style instructions. Finally, your conclusion should provide, to the extent you can, an overall assessment of the work’s merits. Tell us whether the author achieved his or her stated goal, and to what audience you would recommend the book. Try to submit as polished a draft as you can; our feedback will be all the more helpful.

***Formatting Instructions:***

Double-spaced, 1 inch margins, Times New Roman 12, page numbers in upper right corner. Use the “**formal cover page**” template provided in the “Essay Checklist: Click your Way to an A” module linked on the syllabus and offered by the Kelly Library. All citations should be formatted in Chicago style (Notes and Bibliography variant).

**4c) Book Review, Final Draft and Oral Examination (30 pts.):**

Writing well and clearly requires practice; so does communicating your findings orally.

Based on the editorial feedback we provided on your first draft, revise your review and resubmit. Note that we expect more than a spelling clean up: you may need to revise the substance or the structure of your paper, do a little more research or analysis to support your claims, or else work on improving your grammar and your style. Pay attention to format too: at this stage, we reserve the right to refuse papers that do not meet our requirements. Before submitting, we strongly recommend you go through the “Essay Checklist: Click your Way to an A” module linked on the syllabus and offered by the Kelly Library.

In addition to submitting your final draft, you will be asked to pick a date and time to discuss your review during a **short oral examination**, during which we will ask you a few questions about the content of your book review, and invite you to expound on aspects on which we think it comes up short. Our final assessment of your project will be determined in large part by

the precision and thoughtfulness of your answers, as well as your ability to think on the spot (though we will not assess your delivery). Instructions on how to prepare will be provided during the term, but an active participation throughout the course will se

This assignment is worth 30% of your final grade.

***Formatting Instructions:***

Double-spaced, 1 inch margins, Times New Roman 12, page numbers in upper right corner. Use the “**formal cover page**” template provided in the “Essay Checklist.” All citations should be formatted in Chicago style (Notes and Bibliography).

**5. Attendance and participation:**

Normally, a seminar takes place in a small room, where faculty and students sit around a table to have an in-depth conversation about a set of readings. Expect being asked both open and pointed questions about the readings. 20% of your grade will be determined by your record of attendance and by the quality of your participation throughout the term (this includes not only the main seminar time, but also the tutorial, unless we specify otherwise). We understand that some of you are shy, and that the seminar environment can be intimidating; yet learning to overcome public speaking anxiety is an important part of your university education. We also know that some of you are, on the contrary, very keen to speak up; if this is your case, your challenge will be to give others their share of the spotlight. Either way, rest assured that we will do our utmost to make our classroom conducive to friendly discussion.

***Online Participation (if necessary):*** As it stands, our course is scheduled to take place entirely in person. If this changes during the term due to an emergency, we will let you know and provide you with a Zoom link. In order to reproduce the pedagogical benefits of the seminar setting in an online classroom environment, it is imperative that every student be equipped with the AV hardware and software needed to participate in class discussion.