



GEORGETOWN UNIVERSITY
School of Continuing Studies

DLS Foundational 4 Research Philosophy, Disciplinary Methods, and Academic Conduct

**Georgetown University
School of Continuing Studies, Doctorate of Liberal Studies**

Spring 2024 LSHV-8003-01 CRN: 24909

Instructor: John Shook, PhD

Contact: jrs384@georgetown.edu, cell = 703-801-3645

Semester: Jan 10 – May 11, 2024 – first class is January 11

Class Meetings: Thursdays 6:30pm – 9:00pm online

Class Locations: Campus ICC Building. All classes are also live zoom and recorded

Office Hours: Thursdays 4pm – 6pm, or by appointment

Course Description

Any kind of academic research involves scholarly responsibility, ethical diligence, and social awareness. We examine both disciplinary and interdisciplinary issues that arise in any sort of research program. Different disciplines offer distinctive methods of inquiry into selected domains, and research appealing to knowledge from multiple disciplines must be cognizant of their capacities and limitations. Each discipline is grounded in principles for truth and value, varying for the humanities, social sciences, and natural sciences. And every discipline is held to ethical standards of professional conduct and treatment of human subjects. How do skilled researchers decide which disciplines are most relevant for particular research questions? How can disciplinary disagreements be overcome to achieve greater synthesis and integration in interdisciplinary understanding? Core criteria for disciplined inquiry, scholarly investigation, and qualitative research analysis will be discussed.

Course Narrative and Learning Objectives

Students will center their studies in this course around their own dissertation preparation and planning. Along the way each student will become prepared to properly handle the following issues:

How do the humanities, social sciences, life sciences, and natural sciences all manifest aspects of both “art” and “science”, so that science can aid the humanities and the humanities can advise the sciences?

How do investigation methods work in disciplines among the Humanities and Human Sciences to the Life Sciences and Natural Sciences?

What relationship(s) exist between & among the various disciplinary categories – humanities, social sciences, life sciences, natural sciences? Are they complementary? Supplementary? Contradictory? Overlapping? Mutually exclusive? Other?

What are the key controversies from philosophy of science about methodology, experiment, theory, validity, confirmation, and knowledge produced by the various disciplines?

When disciplines offer knowledge and insight that conflicts with longstanding public opinion and/or cultural tradition, how quickly should society change to conform to those disciplines?

When one discipline opposes and criticizes another discipline's position on a controversial matter, is there any methodological or logical way to determine the correct view?

When a discipline is criticized for diminishing the status or value of human beings (and every discipline and area of human endeavor can be exposed to such attack), how should that dispute be resolved?

Required Texts

**** Wait until the first class meeting before acquiring texts ****

Slingerland, Edward. *What Science Offers the Humanities: Integrating Body and Culture*. Cambridge University Press, 2008. ISBN 9780521701518

Fuller, Steven.. *Post-Truth: Knowledge as a Power Game*. Anthem Press, 2019.

Wiles, Rose. *What are Qualitative Research Ethics?* Bloomsbury, 2013.

Additional Readings

Lectures and handouts are provided within the Canvas classroom during the semester.

Course Requirements

1. Class Participation. Regular attendance with the class, and participation in online discussion. 200 points possible. 20% of total grade.

2. Observation Briefs. 500 words. There will be six modules during the semester, each requiring one Observation Brief. Your Brief will respond to the Module's leading question posted by the instructor in the Discussion area in Canvas. Post your Observation on time in Discussion and then make replies to other students' observations to accumulate online participation. 300 points possible. 30% of total grade.

3. Analysis Paper. 3000 words, fully referenced. You will choose one research question and two different disciplines as resources for exploring that research question. How do these disciplines illuminate that question in distinctive ways? How do they both contribute to inquiries answering that question? Where do they fail to cohere about undertaking the investigations of such inquiries? Why would these disciplines finally answer that research question quite differently? Your paper will finally suggest ways to integrate those disciplinary perspectives in order to make progress on research. 200 points possible. 20% of total grade.

4. Research Paper. 6000 words, fully referenced. You will develop a miniature thesis plan about a chosen academic topic. This plan will include the various disciplinary resources and theories that are relevant and coherent for your topic. At least four different disciplines or sub-disciplines must be involved. Your research paper will address the same questions from the Analysis paper without duplicating the answers. There will be a heavier emphasis on your plan to maintain a coherent project of investigation despite interdisciplinary divergences and disputes. A successful paper synthesizes relevant information gained throughout the course (lectures and readings), information from secondary literature from several disciplines, and the student's academic background and interests. 300 points possible. 30% of total grade.

Citation Style: Use the style that you are most familiar with. The APA Style (APA Publication Manual 6th Edition) is used widely in SCS courses. Consult <http://pitt.libguides.com/citationhelp/APA>

Final Grade

ASSIGNMENT	PERCENT OF TOTAL GRADE	POSSIBLE POINTS
Participation	20%	200
Observation Briefs, 6 briefs @ 50 points each	30%	300
Analysis Paper	20%	200
Research Paper	30%	300
	TOTAL	1000 points

Total Points	Grade	Quality Points
920-1000	A	4.00
900-919	A-	3.67
881-899	B+	3.33
800-880	B	3.00
781-799	B-	2.67
761-780	C+	2.33
700-760	C	2.00
690-699	C-	1.67
680-689	D+	1.33
660-679	D	1.00
Less than 660	F	0.00

Course Policies

Announcements: Announcements related to this course will be posted in Canvas regularly. They will appear on your Canvas dashboard when you log in and/or they will be sent to you directly through your preferred method of notification. Please make certain to check them regularly.

Email: In this course you can use Canvas to send email, or directly email the instructor at the georgetown.edu address. You can either check your messages in the Canvas system or set your notifications to your preferred method of contact. Please check your messages at least once per day. When submitting messages, please do the following:

- Put a subject in the subject box that describes the email content with your name and module
- Do not send messages asking general information about the class, please post those in the “Ask the Instructor Discussion Form” in the Canvas course

Academic Support: Services and resources may include an online orientation; access to library resources; a readiness assessment or survey; testing services; tutoring; non-native language services; writing and/or math centers; tutorials or other forms of guidance on conducting research, writing papers, citing sources, using an online writing lab, and using institution-specific technology; supplemental instruction programs; and teaching assistants.

Writing Center: The Georgetown University [Writing Center](#) is a free resource open to all enrolled Georgetown students and offers online appointments.

Technical Support for Students:

- Canvas - Students have 24/7 access to <http://canvas.georgetown.edu/getting-help>, including live chat and a support hotline at (855) 338-2770
- Zoom - For support with Zoom, email: zoom@georgetown.edu
- Use of [Georgetown University-issued accounts](#) for Google Mail, Calendar, Groups, Talk, Docs, Sites, Video, and Contacts is governed by the contract between Georgetown University and Google. For help managing your Google Documents, visit [Google Drive Help Center](#).
- Contact the UIS Service Center at help@georgetown.edu if you have a question regarding:
 - your GU netID and/or password
 - your GU email account
 - any connectivity issues

Support Services:

SCS offers a variety of support systems for students that can be accessed online, at the School of Continuing Studies downtown location, and on the main Georgetown campus:

- [Academic Resource Center](#)
- 202-687-8354 | arc@georgetown.edu
- [Counseling and Psychiatric Services](#)
- 202-687-6985
- [Institutional Diversity, Equity & Affirmative Action \(IDEAA\)](#)
- (202) 687-4798

Students' Religious Observances: The following is university policy: Georgetown University promotes respect for all religions. Any student who is unable to attend classes or to participate in any examination, presentation, or assignment on a given day because of the observance of a major religious holiday or related travel shall be excused and provided with the opportunity to make up, without unreasonable burden, any work that has been missed for this reason and shall not in any other way be penalized for the absence or rescheduled work. Students will remain responsible for all assigned work. Students should notify professors in writing at the beginning of the semester of religious observances that conflict with their classes.

Disabilities: If you are a student with a documented disability who requires accommodations or if you think you may have a disability and want to inquire about accommodations, please contact the Academic Resource Center at 202-687-8354 or arc@georgetown.edu. Individuals with disabilities have the right to specific accommodations that do not fundamentally alter the nature of the course. Some accommodations might include note takers, books on tape, extended time on assignments, and interpreter services among others. Students are responsible for communicating their needs to the Academic Resource Center before the start of classes to allow time to review the documentation and make recommendations for appropriate accommodations. The University is not responsible for making special accommodations for students who have not declared their disabilities and have not requested an accommodation in a timely manner. Also, the University need not modify course or degree requirements considered to be an essential requirement of the program of instruction. For the most current and up-to-date policy information, please refer to the Georgetown University Academic Resource Center website. Students are highly encouraged to discuss the documentation and accommodation process with an Academic Resource Center administrator.

Extreme weather, Emergencies, and Instructional Continuity: During inclement weather or other emergencies on a day when we are scheduled to meet face-to-face, check the university's Web site or call (202) 687-7669 for information on whether the university is open. If the university is open, this class will meet. If the university is closed, this class will meet through distance means such as online videoconferencing; check your e-mail for a message from me on how we will proceed in that situation. Due dates for written assignments submitted through Blackboard will not be changed due to campus closings. The university recently has acquired the capability to send text messages and recorded messages about emergencies to cell phones and other mobile devices. Sign up on MyAccess.

Georgetown Honor System: All students are expected to follow Georgetown's honor code unconditionally. We assume you have read the honor code material located at <http://scs.georgetown.edu/academic-affairs/honor-code>, and in particular have read the following documents: Honor Council Pamphlet, What is Plagiarism, Sanctioning Guidelines, and Expedited Sanctioning Process. Papers in this course will all be submitted to turnitin.com for checking. Submitting material in fulfillment of the requirements of this course means that you have abided by the Georgetown honor pledge: *In the pursuit of the high ideals and rigorous standards of academic life, I commit myself to respect and uphold the Georgetown Honor System: To be honest in any academic endeavor, and to conduct myself honorably, as a responsible member of the Georgetown community, as we live and work together.*

Plagiarism: In accord with university policy, all incidents of suspected plagiarism or other Honor Code violations will be reported to the Honor Council without fail. If the Honor Council finds that a student has plagiarized or has violated the Honor Code in any other way, the student may receive a grade of F for the course.

Turnitin.com: Students acknowledge that by taking this course all required papers can be submitted for a Textual Similarity Review to Turnitin.com for the detection of plagiarism. Use of the Turnitin.com service is subject to the terms of use agreement posted on the Turnitin.com site.

Sexual Misconduct: Title IX of the Education Amendments of 1972 ("Title IX") prohibits discrimination based on sex in any educational programs, which includes sexual harassment or any acts of sexual misconduct. Title IX requires the University, upon becoming aware of any incident of sexual harassment and misconduct to respond appropriately to protect and maintain the safety of the University community, including students, faculty, and staff. Georgetown University prohibits sexual misconduct, including sexual harassment, sexual assault, domestic/dating violence, and stalking. Discrimination based on sex, including sexual misconduct and discrimination based on pregnancy or parenting status, subverts the University's mission and threatens permanent damage to the educational experience, careers, and well-being of students, faculty, and staff. Please know that as a faculty member I am committed to supporting survivors of sexual misconduct, including relationship violence and sexual assault. However, University policy also requires me to report any disclosures about sexual misconduct to the Title IX Coordinator, whose role is to coordinate the University's response to sexual misconduct. Georgetown has a number of fully confidential professional resources who can provide support and assistance to survivors of sexual assault and other forms of sexual misconduct. These resources include:

Jen Schweer, MA, LPC

Associate Director of Health Education Services for
Sexual Assault Response and Prevention
[\(202\) 687-0323](tel:(202)687-0323)
jls242@georgetown.edu

Erica Shirley

Trauma Specialist
Counseling and Psychiatric Services (CAPS)
[\(202\) 687-6985](tel:(202)687-6985)
els54@georgetown.edu

More information about campus resources and reporting sexual misconduct can be found at:
<https://sexualassault.georgetown.edu/get-help>.

Pregnancy Adjustments and Accommodations: Georgetown University is committed to creating an accessible and inclusive environment for pregnant and parenting students. Students may request adjustments based on general pregnancy needs or accommodations based on a pregnancy-related complication. Specific adjustments will be handled on a case by case basis and will depend on medical need and academic requirements. Students seeking a pregnancy adjustment or accommodation should follow the process laid out at: <https://titleix.georgetown.edu/student-pregnancy>.

Class Schedule. This tentative schedule is subject to change as necessary.

Week	Topic	Readings, Events
Week 1. Jan 11	Breast-feeding and Better Mothering Nursing and social psychology intruding into family values?	2017 Faircloth Natural Breastfeeding in Comparative Perspective 2021 Roth et al Breastfeeding Difficulties Predict Mothers' Bonding with Their Infants 2018 Martucci Examining the use of 'natural' in breastfeeding promotion 2023 Rados The concept analysis of parent-infant bonding during pregnancy and infancy 2018 Grove Gray Understanding quantitative and qualitative research
Week 2. Jan 18	<u>What is Natural vs What is Liberating</u> Anthropology and sociology on the 'nature' (?) of motherhood.	2008 Teman The social construction of surrogacy research 2016 Wierzbicka Back to Mother and Father - Eurocentrism of Kinship Studies 2018 Lee Biopower, Medicalization, and Maternalism 2022 McInnes Breastfeeding - Women's Experiences in the Transition to Motherhood Academic Synopticon Part 7 - Human Nature, Culture, and Technology
Week 3. Jan 25	<u>What is Social Deviance, What is Medical Disease</u> Psychiatry, Psychology, and Neurology can't agree about diagnosing the mind.	2020 Scamvougeras Howard Somatic symptom disorder, medically unexplained symptoms -- how DSM-5 got it wrong 2022 Wilkinson Psychiatric Fictionalism - in Mental Fictionalism 2022 Mills The scientific integrity of ADHD, underpinning theoretical constructs 2022 Meerman ADHD and reification - four ways a psychiatric construct is portrayed as a disease 2021 Hyman Psychiatric Disorders - Grounded in Human Biology but not Natural Kinds Observation Brief 1 due Jan 27
Week 4. Feb 1	<u>Education as Conforming, or Revolutionary</u> The struggle for the control of young minds continues...	2019 Puga Homeschooling Is Our Protest - Educational Liberation for African American Homeschooling 2020 Anderson Boyle Including into What - Reigniting the Good Education Debate in an Age of Diversity 2020 Blencowe Disenchanted secularism or the cultivation of soul as pedagogy in resistance
Week 5. Feb 8	<u>Choosing Schools, Choosing Segregation</u> Economics reinforcing ideology and the status quo.	2019 Clark Education as property 2019 Marcotte et al Socioeconomic segregation and school choice in American public schools 2019 Monarrez et al Do charter schools increase segregation 2019 Weathers et al Separate remains unequal, contemporary segregation and racial disparities 2020 Bayer et al A national study of school spending and house prices Academic Synopticon 5: Education and History Observation Brief 2 due Feb 10

Week 6. Feb 15	<u>How Democratic is Your Country?</u> Political science or just international politics of oppression?	2018 Dixon Suk Liberal Constitutionalism and Economic Inequality 2018 Huq Ginsburg How to Lose a Constitutional Democracy 2020 Saez et al The Rise of income and wealth inequality in America 2021 Choi Conceptualizing and Measuring Political Inequality in a Cross-National Perspective 2021 Hope et al The Economic consequences of major tax cuts for the rich Academic Synopticon Part 14 - Political Theory, Democracy, Secularism
Week 7. Feb 22	<u>Post Truth: Disciplines Undisciplined</u> Education can't teach "Truth" if no disciplines have it anyways.	Fuller, chaps 4, 5, 6 Slingerland chap 2, 3 2023 Shook Post-Truth, Propaganda, Fake News, and Anti-Science
Week 8. Feb 29	<u>Reading the Bible, or Just Forgeries</u> Archaeology caught between religion and politics.	2009 Reed Overcoming the James ossuary and the legacy of Biblical archaeology 2013 Muscarella The veracity of 'scientific' testing by conservators 2015 Bernhard The Gospel of Jesus' Wife - Textual Evidence of Modern Forgery 2021 Schwartz False Prophets, how to forge a Dead Sea Scroll Observation Brief 3 due Mar 2
Week 9. Mar 7	No class, Spring break	
Week 10. Mar 14	<u>Psychology, Sociology, and Biology of Morality</u> If we evolved to be moral, why does society promote alternatives?	Academic Synopticon Part 12 - Morality and Ethical Theory
Week 11. Mar 21	<u>Does Religion cause War?</u> Political theory and psychology debating the 'real' roots of violence.	2014 Diefendorf Were the Wars of Religion about Religion 2017 Cottee What ISIS Really Wants 2019 Becker When Extremists Become Violent 2023 Shook - Psychology and Religious Violence Academic Synopticon Part 8 - Religion and Theology Observation Brief 4 due Mar 23
Week 12. Mar 28	<u>TBA</u>	TBA Analysis Paper due Mar 29
Week 13. April 4	<u>Realism, Reductionism, Pragmatism, Positivism</u> Which discipline knows reality better than science?	Slingerland chaps 1, 5, 6 Academic Synopticon Part 4 - The Academic Disciplines Observation Brief 5 due Apr 6
Week 14. April 11	No class, Easter break	

Week 15. April 18	Civil Wars within Academia's House Disciplines competing for philosophical supremacy.	Academic Synopticon Part 4 - The Academic Disciplines
Week 16. April 25	<u>Professional Ethics and Human Research Ethics</u>	Wiles, <i>What are Qualitative Research Ethics</i> 2024 Shook Scientific Integrity and Research Ethics Observation Brief 6 due Apr 27
Week 17. April 26- May 11	Work on final assignments	Research Paper due May 11