

### Term paper

Due: Monday, Dec 10, 2018 by 11:59pm

#### General considerations

I recommend you get started early, to make sure you have time to do a good job, and so that you have time to ask questions that might arise. Some other points to note:

- **Firm due date:** Type up all your work and submit the assignment through Ted by the deadline. No late papers will be accepted after that time. Earlier is fine.
- **Format, length:** Your paper should be between 1,500 and 2,000 words. It should be double-spaced, font size 12, which will probably make it about 6-8 pages long.
- **Cooperation, not copying:** Feel free to discuss the assignment with other students in the class, or anyone else. But please indicate on your paper whom you consulted with, and also make sure that you each write up your notes and your papers separately.
- **Word to the wise:** Be sure to read all the instructions for each prompt. Our hope is that no-one will lose points for failing to follow directions.
- **Conferences:** You receive 5% of your project grade for meeting with either the Instructor or TA for ten minutes in the weeks leading up to the due date. We'll be posting an online signup sheet where you can schedule a meeting with us for this purpose. It's your responsibility to sign up for a time and show up for your designated meeting.

#### Assignment

##### *Step 1.*

Watch the 1999 movie South Park: Bigger, Longer, and Uncut. You can get it from Google Play, iTunes, or Amazon instant video for a few dollars. We will also be hosting a screening during week 9.

##### *Step 2.*

Write a short term paper in response to one of the prompts below. You pick which one you want to do. Only do one.

Your job is to make a well reasoned argument that fully covers all the questions in the prompt you select, using examples and logical arguments, as well as authoritative external sources to make points that you put together coherently to argue a position. All the usual things about good writing apply. Each sentence says one thing. Each paragraph is about one idea, and the sentences in it should be structured around that idea. The paragraphs fit together with transition sentences, and together form one coherent arc. For more on argumentative essays, look here:

<http://owl.english.purdue.edu/owl/resource/685/05/>

You'll be graded on the clarity of your writing, the reasoning in your argument, and most importantly, how well you answer the questions in the prompt you pick. You're expected to rely heavily on the movie and the class resources, including things we covered in class and in the readings.

You will also need to make reference to outside sources—web pages, videos, articles, books, etc. Make sure you cite them appropriately—any time you borrow an idea or quote from anywhere,

make sure to include a reference to that source inline (Bergen, 2015), and also list that source in the list of references at the end of your paper, as shown here:

<https://owl.english.purdue.edu/owl/resource/560/01/>

The prompts:

I. To what extent is censorship of taboo language achieving its goals?

Your job is to construct an argument about how well censorship of taboo language is achieving its objectives. To do this, you probably need to:

1. Identify explicit objectives of censorship (using sources!)
2. Make a case about how worthwhile those objectives are
3. Describe the current day social/legal mechanisms for censorship in the United States—what decisions do which individual, social, and state actors make, and under what authority?
4. Use the movie to illustrate some of your points, including not only the movie's content but also the history of the censorship of the movie itself.
5. Wrap these pieces together into a coherent argument about censorship's effectiveness.

II. Given the scientific, technological, ethical, and moral issues that would surround a real-life V-chip, is it something worth implementing?

Make sure to address the following issues, and feel free to include others as you see fit.

1. Given what we know about the brain (and Brain-Computer Interfaces), how would a real-life v-chip work? In particular, comment on what parts of the brain it would target. Also comment on potential benefits of developing this technology.
2. What would the societal and individual benefits be? What would the risks be?
3. Which of these benefits/challenges are addressed in the movie, and in what way?
4. Make an argument for or against implementing a real-life V-chip.

Grading Rubric

	Category	Minimum passing (C)	Acceptable (B)	Outstanding (A)
40%	<b>Content</b> (answers the prompt effectively, demonstrates knowledge & critical thinking)	The written text only marginally or obliquely answers the prompt, demonstrating little knowledge of the material or critical thinking	The written text adequately answers the prompt, demonstrating limited knowledge of the material and critical thinking	The written text effectively answers the prompt, demonstrating thorough knowledge of the material and critical thinking
25%	<b>Effective use of sources</b>	The written text employs some inappropriate supporting evidence—i.e., specific evidence is not provided for most reasons.	The written text adequately employs sources to provide evidence—i.e., specific evidence supports most claims.	The written text effectively employs sources to provide evidence—i.e., specific evidence supports all claims.
20%	<b>Organization</b> (essay flows logically)	The written text demonstrates a confusing arrangement of paragraphs, a formulaic use of (or lack of) transitions between paragraphs, or a confusing arrangement of ideas within paragraphs. The disorganization makes it difficult for a reader to understand the text's ideas.	The written text demonstrates a generally clear arrangement of paragraphs, a generally clear use of transitions between paragraphs, and a generally clear organization of ideas within paragraphs. The organizational logic assists a reader's understanding of the text's ideas.	The written text demonstrates a logical arrangement of paragraphs, a logical use of transitions between paragraphs, and a logical organization of ideas within paragraphs. The organizational logic enhances a reader's understanding of the text's ideas.
10%	<b>Clarity of expression</b> (use of clear grammar, word choice, punctuation, sentence structure etc.)	The written text contains numerous errors in spelling, grammar, punctuation, or sentence structure that interfere with comprehension. Sentences seem disconnected or disorganized.	The written text is mostly clear and contains only some errors in spelling, grammar, punctuation, or sentence structure, but these errors do not interfere with comprehension. Sentences generally flow well but are occasionally disconnected or out-of-place	The written text is very clear because it contains few or no errors in spelling, grammar, punctuation or sentence structure. Sentences flow logically.
5%	<b>Conference</b>			Met with instructor/TA