**Seminar guidelines**

**BIOL 510, 2018**

**The 3 most relevant course learning outcomes related to this exercise are that by the end of the course the student should be able to:**

* Critically assess the constraints (ecological, economic, social, behavioural and political) that underlie society’s current responses to global change issues
* Discuss, explain, and critique the similarities and differences in fundamental philosophical concepts between contemporary Buddhism and Biology
* Search, critically assess, and synthesize primary and secondary literature in the natural and social sciences

**Seminar assignment**

For this component of the course, please prepare and deliver a seminar on some aspect that particularly interests you of the central course theme question – ***What conceptual linkages between contemporary Buddhism and Biology would be most useful in promoting sustainable living?*** The most critical part of the whole exercise, and the key to a successful seminar, is to identify a clear and specific question that you would like to address. **Ask yourself, what is the most interesting question you can ask in relation to the content of your chosen chapter section or paper that fits at least partly within the context of the broad course theme**. That question will be the core focus of your seminar. The question should be constructed so that it will likely lead to focussed, intelligent discussion that will move the seminar group toward some potential answer, or toward a more refined perspective on the issue/theme, or toward an even more refined question. The more interesting the question is to you, the more successful the seminar is likely to be for you, and for your audience.

Your ultimate goal as a seminar convenor is to excite interest in your topic so that your audience will be fully engaged and keen to discuss the ideas you raise, and therefore that they will leave the seminar afterwards with a much better understanding of the specific seminar question you have focused on, and how it relates to the overall course theme question.

You will need to be creative and think carefully about your chosen question, and you should expect to go through several iterations of the question as you read about the topic. In many ways, developing a good focusing question is the most difficult part of the exercise, but once achieved will make for a very effective seminar. The critical point is that the question is clearly focused on an issue that is of particular interest to you, and that is relevant to the overall course theme. I am available to assist and can meet one-on-one with you a week prior to your seminar, and you will also find it very useful to look at previous iterations of this course to see examples of great seminar focus questions (<http://post.queensu.ca/~biol510/>).

In developing your seminar question, remember that in addition to your chosen book chapter section, there are many other possible readings in the Reference list on the course website, and in the natural and social sciences databases that may be of value. You will need to study those readings that are relevant to your focus topic to help you develop and refine a broad, challenging, well-worded seminar question. As you will soon discover, there is a vast amount of readily accessible information currently available related to the course theme. Remember that part of this exercise is aimed at familiarizing you with how to effectively access, synthesize and present both general and primary scientific information. Those students who will be using a wildcard reading for their seminar may choose to develop a question first, and then locate a suitable potential readings for their seminar audience. They should consult with me before making the final choice.

As convenor, use the chapter section or paper associated with your seminar as a spring-board to stimulate your ideas and generate an interesting and challenging seminar question. The latter, and your various sub-themes/questions in the seminar, should be primarily based on what really interests you. Yes, they should broadly fit within the course theme, but only broadly.  Remember that your entire audience will have just read the chapter section or paper beforehand – you should not even attempt to present on all the content within it. Instead, pick out the components that most interested you, and that therefore are most relevant to your seminar question, and elaborate substantially on those components using other readings, and your own thoughts and ideas. If you wish to focus entirely on the hard science/biology, and expand in detail and breadth on various topics Barash touches on, then that is totally fine. If you want more of a Buddhist philosophy/human perspective focus, that is totally fine too. You can choose to attempt integration of the two if you wish, but you do not have to.  In summary, just make sure you are focusing on concepts and questions in either realm that really interest you, and make sure that you are taking us to new understanding of those concepts.

**Seminar Exercise:**

1. Read your chosen chapter section or paper very carefully, and highlight what you find most interesting, especially within the context of the overall course theme.
2. Develop a clear, focussed and intellectually stimulating question that you can use the content in your chosen chapter section or paper to address. Note that the question should have a broader focus than the individual chapter. In other words, the chapter will not provide a comprehensive answer to your question, but will contribute toward answering it.
3. Consult the general and primary scientific literature on your topic of interest and synthesize the current status of information on that issue so that you can expand your audience’s learning beyond the chapter/paper. In addressing your seminar question, you are expected to use evidence from other readings to supplement the chosen chapter or paper content.
4. Make an oral presentation (totaling ~20 minutes, but interspersed with multiple question and answer and discussion sections), aimed at stimulating ideas and debate for discussion focused on the theme of your seminar question. I am anticipating that the whole seminar including the interspersed discussion will take 40-60 minutes. Having ~3 clear, focused, intellectually probing, sub-questions within your chosen theme is a very good mechanism to achieve strong discussion. You are encouraged to present in whatever way you think will most inspire your audience to engage with your seminar question. Powerpoint, debate, role play etcetera are just some of the possibilities. Remember that the seminars should be highly interactive so that your audience are fully engaged.

The presentation should be suitable for an interested public audience, and may include the following headings:

a) **Introduction**. Introduce the topic, its relationship to biology, buddhism, and global change, and its historical context. Present your seminar question (Make sure to write it up very clearly in your title page (and on the whiteboard), and possibly again later. Explain why you chose it.

b) What are **the most interesting arguments** in the chapter section or paper? Write them out in your presentation and set them in the context of your broader central seminar question.

c) **What evidence is used to address those arguments**? Describe and explain the main pieces of evidence that are relevant to your central seminar question. Critically evaluate that evidence – both positive and negative aspects.

d) How does the **perspective and background of the author** influence the structure of the arguments and the conclusions?

e) **In what ways can the author’s arguments be improved or refined**? Review the topic and what others have written on it since.

f) **Are there any ideas in your seminar that link to material presented or discussed earlier in the course?** Be sure to articulate those linkages to earlier chapters or other discussions, and explain the connections, as this can be a great way of enhancing the deeper learning (and engagement) of your audience.

g) **What can we conclude in relation to your seminar question?** Providing a set of ‘take home’ summary messages is a very important part of the exercise because you want your audience to go away with an improved understanding of the linkages between buddhism, biology, global change, and our civilisation’s future sustainability. In your summary, be sure to include a synopsis of what you have learned from your seminar audience as well.

**Seminar convenor:**

Seminars will be graded according to the following criteria:

a) identification of a clear seminar question

b) development of that question during the seminar using evidence from the chosen reading, and other sources

c) evidence of independent critical thinking

d) presentation clarity, enthusiasm and originality

e) discussion leadership

f) synopsis at the end of the seminar

Note the above very carefully. - They tell you what I am looking for!

**Seminar participants:**

The success of this course as a learning instrument will largely depend on the quality of the discussions in each seminar. The main objective is to encourage your independent thinking processes related to the relationships between buddhism, biology, global change, and the future sustainability of our current civilisation. Initiation and participation in the discussions following each seminar is a very important part of the learning process in this course. Please read the assigned chapter section or paper circulated prior to each seminar, and come prepared with a typed list of two relevant discussion ideas or questions relating to the reading in the context of the broader seminar question provided by the seminar leader. Your two questions will be collected at the end of the seminar and graded by the seminar leader on the basis of their quality (i.e. their perceptiveness and relevance).

Your initial idea for a seminar question should be sent to me in time (at least 7 days prior to the seminar) so that I can assess it and provide feedback. The earlier you send it to me, the more feedback I will be able to provide. As a general practice, please plan on meeting with me immediately after class 7 days before your scheduled seminar.

If you are having difficulties with any of the assignments, please contact me. Finally, note that I am very keen to support individual approaches in this course, so if you have other suggestions as to how you would like to do your seminar, please contact me.