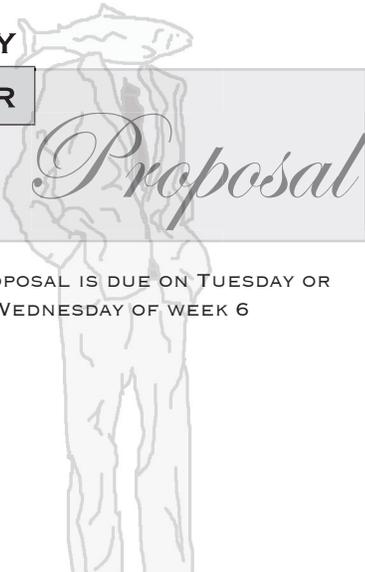


Your proposal for the synthesis paper should be completed according to the guidelines and instruction presented during the *synthesis workshop*.

BUSINESS & SOCIETY

SYNTHESIS PAPER



Proposal

YOU PROPOSAL IS DUE ON TUESDAY OR
WEDNESDAY OF WEEK 6

The workshop asks you to close out the evolving seminar paper process (yeah!) and practice the steps of thesis analysis and outlining.

Your proposal consists of:

- the completed workshop, pp 1-8
- a thesis analysis of your chosen thesis, pp 9-10⁺
- an informal outline of your paper, p 11
- research questions, p 12

§ evaluation criteria are on p 13

10 MINUTES

Wrapping up the seminar paper

In the space below, briefly record some of the main ideas you have been developing in your writing for seminar.

Texts and Research:

Which of the program texts do you imagine will be most relevant to and useful in your synthesis paper?

Briefly, what research, including sources and your own questions, have you done that will be most relevant to and useful in your synthesis paper?



WORKING THESIS *drafting* a claim with reasons

A THESIS STATEMENT is a direct answer to a question in the form of a claim with reasons (support). For your proposal, I want you to attempt to draft several versions of your thesis in as simple a fashion as possible.

LOGOS

The 6 formula provided below come from the practice of legal argumentation as developed by Stephen Toulmin; you may recognize it from debate club or from my childhood dinner table conversations.

The thesis as you state it here may change somewhat, and the wording you come up with needn't appear as-is in your paper. Instead, it is simply a logical, skeletal approach to stating your main idea and guiding your thoughts.

Work your idea into at least 3 of the following claim formulations:

- 1. PROPOSAL: [SOMEONE] SHOULD X.
- 2. DEFINITION: X IS Y (WHERE Y NEEDS TO BE DEFINED AS WELL).
- 3. CATEGORIZATION: X IS Y (WHERE Y IS ALREADY AGREED UPON).
- 4. EVALUATION: X IS A [GOOD,BAD, EFFECTIVE...] Y.
- 5. ANALOGY: X IS LIKE Y.
- 6. CAUSATION: X CAUSES Y.

10 MINUTES

CLAIM TYPE	DRAFT OF CLAIM



Connecting the Claim with the reasons....

The claim of your thesis is immediately followed by a list of reasons, the ideas that support your claim.

The reasons should be attached to the claim by means of a connective word like “because” or “in that” or “by.”

For instance:

(Proposal:) The US should attack Iraq *because* ...

or

(Causation:) The war on terror has galvanized the nation *by* ...

DRAFTING REASONS

The first word or phrase of each reason should refer directly to the X term of the claim.

The structure is a little different for each type of claim:

Proposal, claim with reasons (a full working thesis):

Claim: Evergreen should create consistent curricula for business students *because* ...

Reason #1: doing so [creating curricula for business students] would increase our contribution to the Olympia community's economic development,

Reason #2: doing so would support more students seeking graduate degrees in business, economics, etc..

Reason #3: doing so would pave the way for a neo-con takeover of the last hippie outpost.

Your working thesis will look something like this, with some differences depending on the claim type

Definition, claim with reason (a full working thesis):

Claim: Vonnegut's *Breakfast of Champions* is a critique of the Post WWII American Dream *in that*..

Reason #1: V's *B of C* creates a caricature of the Dream's failure in Dwayne,

Reason #2: V's *B of C* portrays the historical continuity of America's rise to power and wealth as a discontinuous and embarrassing farce,

Reason #3: V's *B of C* equates wealth with crime, conscience with insanity, and progress with suicide.

Congratulations! You've now written a complete draft of a working thesis !!

The next stage of the process requires that you analyze your thesis, that is, break it down into the parts that will add up to the whole. You'll find that the process asks you to make guesses and hypotheses about how to argue your claim, research it, and relate to your audience.

The analysis does 2 things.

First, it breaks down each "reason" separately, determining the grounds for the reason and the kinds of evidence that might convince your reader.

Second, the analysis asks you to examine the relationship between the reason and the claim, essentially making explicit the assumed relationship between the two.

As you conduct your analysis remember that all the statements you use as "reasons," "grounds," "assumptions," and even "evidence" are types of claims, just like your main claim, they're just smaller in scope.

Many a revision can happen in the analysis process; you might realize that your big claim is far too big, and what really fascinates you is just one of your reasons. No problem. The reason becomes your big claim...

CHOOSE ONE OF YOUR REASONS TO PRACTICE WITH, IDEALLY THE ONE YOU ARE MOST COMFORTABLE WITH, INTERESTED IN, OR THAT YOU FEEL YOU UNDERSTAND IN SOME DETAIL..

READ THE DEFINITIONS BELOW AND LOOK AT THE CHART ON THE NEXT PAGE TO SEE HOW THE BREAK DOWN THE REASON YOU'VE CHOSEN, CREATING A SORT OF MOBILE OF IDEAS DANGLING FROM YOUR MAIN CLAIM.

Analysis

FOUNDATIONS: Supports for your reason as if it were a claim on its own.

EVIDENCE FOR FOUNDATIONS: The KINDS of evidence that will provide the best support for each ground, for instance: expert testimony, case study, statistical data, eye witnesses, historical context, comparisons, surveys, personal research, anecdotes, concepts from texts, etc.

ASSUMPTION: The claim that articulates the assumed relationship between the reason and the main claim, for instance: "contributing to Olympia's economic well-being is a good rationale for determining curriculum at Evergreen" ; or something that "[portrays] the historical continuity of America's rise to power and wealth as a discontinuous and embarrassing farce constitutes a critique of the 'American Dream.'" (notice in both cases, I've added an element of evaluation).

BACKING: Treating the statement of assumption as a claim, the backings are the supportive reasons for that claim.

EVIDENCE FOR BACKING: The KINDS of evidence that will provide the best support for each backing.

15-20 MINUTES

MAIN CLAIM

REASON

GROUNDS	EVIDENCE FOR GROUNDS

ASSUMPTION

BACKING	EVIDENCE FOR BACKING

The next step is to examine the analysis thus far by considering oppositional claims and evidence. As you consider opposition, you don't have to imagine a whole coherent argument. Just consider how someone might disagree with you on each separate point or idea. Don't force it and consider ridiculous or outrageous opposition; also don't fall into the trap of manufacturing weak opposition: imagine the best, smartest possible adversary.

DON'T WRITE ANYTHING FOR THIS SECTION, SIMPLY CONSIDER FOR YOUR PRACTICE ANALYSIS:

10 MINUTES

- Oppositional Claims
 - Opposition to each Reason
 - Oppositions to each Ground
 - Opposition to each Evidence for Grounds
 - Oppositions to your Assumption
 - Opposition to Backing
 - Opposition to Evidence for Backing
-

THE ANALYSIS OF YOUR THESIS PROVIDES YOUR SYNTHESIS WITH A BASIC LOGICAL STRUCTURE, A BAG OF BONES WITH WHICH TO BUILD A SKELETAL ESSAY.

This logical component of argumentation is referred to as *Logos*.

Logos is an indispensable component of the “rhetorical triangle,” which is completed by the addition of *Ethos* & *Pathos*. *Ethos* and *Pathos* create the flesh, muscle, blood, and sometimes fecal matter of the whole body of an argumentative essay.

Ethos is defined as “character,” but can also be understood as the ethical conduct of the writer: a writer conveys *ethos* by drawing on reputable sources, by explicit and careful reasoning without trickery or seduction, by rooting their argument in something they care about, something deeply felt and studied.

Pathos is defined as “suffering,” and can be understood as the emotional dimension of any argument. *Pathos* is often conveyed through anecdotes, personal stories or imagistic/figurative language. Sometimes a single word like “legendary” can convey *pathos*; in other cases, what might seem a purely factual account of an event makes a stronger appeal to our sense of *pathos* than anything else.

A full **OUTLINE** of an essay should clearly map the flow of logical argument while also indicating the sources of Ethical and Emotional appeals.

To the right of the text below, **sketch an outline** that shows the flow of Logos, Ethos and Pathos in the author's argument. Though making an outline of an existing piece of writing is very different from making one of something you are going to write, the more you can imagine your work in advance by playing with ideas in the early stages, the better off you'll be.

Once you've finished your outline, discuss the effectiveness of the arguments in these passages with one or two people around you. Note where Logos might be present but ineffective; consider whether pathos can be moving and also distracting; consider what you learn by scrutinizing the writer's appeals to Ethos.

10-15 MINUTES

Capitalist development has brought about a gigantic simplification of the world: 1,000s of distinct peoples have been dissolved into a single world-wide division of labour (even the Bushmen wear Nike shoes and watch NBC); qualitative human labour has been reduced to simple quantity of abstract labour called value (spouses, holidays, good fortune, education, health and fantasy are all commodities purchased on the market); inside-outside, Monday/Sunday, London/Alice Springs, day/night - it doesn't matter, you can no longer tell the difference.

But this "simplification" is also an immense increase in complexity: the most insignificant product reaches the consumer after passing through the hands of 1,000 workers; interpersonal relationships build networks that are said to link any two people in the world by only six links - and the speed of information flow - a young person enters the workplace just as her parents take early retirement and takes a job that didn't exist when she started school; work organisation is changed annually in a given workplace and products go from fundamental research to the mass market in a few years.

An interesting outcome of empirical complexity research concerns a factor normally represented by the Greek letter lambda, but which I will call β . β is the probability that a "cell" which is "on" at a given time will be "on" in the next cycle. β close to zero or 1 corresponds to processes which rapidly reach stable equilibrium after any disturbance; β near to 0.5 corresponds to chaotic processes; $\beta = 0.273$ is known as the "edge of chaos", a rate of information transfer at which a complex process no longer has an equilibrium and becomes subject to rapid and unpredictable transformation. That is, an economy in relative partial subject to rapid and unpredictable transformation. That is, an economy in relative partial equilibrium which simply reproduces itself faster and faster, sooner or later descends into catastrophe, either rapidly moving into a new equilibrium in a completely different configuration or into unending chaotic variation.

It is just these horrific characteristics of capitalism that make it like a plague which destroys and consumes any society that comes in contact with it - an economic system that can tolerate no vacuum. The increasing complexity is inseparable from the increasing homogeneity.

from Philosophy Archive @ marxists.org

write your main claim then photocopy or carefully redraw this sheet —one sheet per reason

MAIN CLAIM

REASON # ____

GROUND	EVIDENCE FOR GROUND

ASSUMPTION

BACKING	EVIDENCE FOR BACKING

NOTES ON CONSIDERABLE OR IMPORTANT OPPOSITION TO THIS REASONING:

OUTLINE USE THIS PAGE TO SKETCH AN INFORMAL OUTLINE THAT LAYS OUT THE ELEMENTS FROM YOUR THESIS ANALYSIS AS THE BASIC LINEAR STRUCTURE OF YOUR ARGUMENT AND INCLUDES IDEAS THAT CONVEY ETHOS AND PATHOS THROUGHOUT THE ESSAY. YOUR OUTLINE SHOULD BE USEFUL TO YOU AND COMMUNICATE CLEARLY TO YOUR FACULTY. THE OUTLINE IS A METHOD OF PRELIMINARY DRAFTING. YOU ARE NOT OBLIGED TO STICK TO IT IN YOUR FINAL DRAFT.

Proposal Evaluation

TO BE COMPLETED BY YOUR SEMINAR FACULTY

	CRITERIA	YES / NO	COMMENTS?
1	COMPLETED WORKSHOP?		
2	WORKSHOP DEMONSTRATES COMPREHENSION OF THESIS ANALYSIS TERMS & PROCESS?		
3	STUDENT HAS PROPERLY DRAFTED HIS/HER PROJECT'S THESIS STATEMENT AS A CLAIM WITH REASONS?		
4	IS THE STUDENT'S THESIS OF AN APPROPRIATE, MANAGEABLE SCOPE?		
5	DOES THE STUDENT'S THESIS SUGGEST ENGAGEMENT WITH PROGRAM THEMES & TEXTS?		
6	DOES THE STUDENT'S THESIS ANALYSIS INDICATE A THOUGHTFUL INVESTIGATION OF HIS/HER IDEAS AND POTENTIAL ARGUMENTS?		
7	HAS THE STUDENT GENERATED SUFFICIENT GROUNDS FOR EACH REASON?		
8	SUFFICIENT KINDS OF EVIDENCE FOR GROUNDS?		
9	HAS THE STUDENT PROPERLY ARTICULATED THE ASSUMPTIONS THAT CONNECT EACH REASON TO THE MAIN CLAIM?		
10	DOES THE STUDENT SUPPORT HIS/HER ASSUMPTIONS WITH BACKING AND EVIDENCE?		
11	HAS THE STUDENT SERIOUSLY CONSIDERED OPPOSITION TO HIS/HER IDEAS?		
12	PUT THE STUDENT'S REASONS IN ORDER OF ARGUMENTATIVE STRENGTH.	_____	
13	DOES THE STUDENT'S THESIS SEEM REASONABLY ARGUABLE, DEFENSIBLE, GIVEN THE TIME AVAILABLE FOR RESEARCH?		
14	IS THE OUTLINE "READABLE"?		
15	DOES THE OUTLINE SHOW THE LINEAR STRUCTURE OF THE STUDENT'S ARGUMENT?		
16	DOES THE OUTLINE INCLUDE ALL THE SIGNIFICANT ELEMENTS OF THE THESIS ANALYSIS?		
17	DOES THE OUTLINE USEFULLY INTEGRATE APPEALS TO ETHOS AND PATHOS TO SUPPORT THE STUDENT'S ARGUMENT?		
18	DO THE STUDENT'S RESEARCH QUESTIONS SUGGEST APPROPRIATE/USEFUL LINES OF INQUIRY?		
19	DO THE STUDENT'S QUESTIONS EXHIBIT A RANGE OF CONCERNS FROM THE CONCRETE TO THE ABSTRACT?		
*	WHICH CRITERIA ABOVE MIGHT THE STUDENT NEED TO ADDRESS RIGHT AWAY IN ORDER TO FURTHER DEVELOP THEIR IDEAS?		
*	WHICH CRITERIA, IF ANY, NEED THE STUDENT ADDRESS BEFORE THEIR PROPOSAL IS ACCEPTABLE?		
*	DOES THE FACULTY APPROVE OF THE STUDENT'S PROJECT AS CREDIT WORTHY?		