

First Year Program (FRPG 187P): Romoda College

**Identity and Belonging in the St. Lawrence Valley
St. Lawrence University
Fall 2009**

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Course Description:

Since the pre-contact period between First Peoples and Europeans, the St. Lawrence River Valley has served as an important place in the history of North America. It has served simultaneously as a place of residence, transportation route, conduit of commerce, and sometimes national symbol (French explorer Jacques Cartier christened it the "River of Canada"). In this course we will focus upon the differing local and national cultures of the United States and Canada as seen in the St. Lawrence Valley. Using a roughly historical approach, we will trace cultural contact, the portrayal of identities, colonization and expansion, and the development of each nation to the contemporary period. Our prime concern will be the definition of this borderland region as part of the two nation-states and the continuing place which its First Peoples play in it. Case studies can include: differing approaches to Western expansion, models of settlement, trade (the fur trade to free trade), environmental issues, and approaches to social policy. We shall conduct at least one field trip as we compare the cultural experiences of Canada and the United States, both mythic and real.

Plenary Sessions:

Like all First-Year Colleges, we will meet in "plenary" on Tuesdays and Thursdays from 10:10-11:40 a.m. We will meet in Richardson 301 for these plenaries. This time will be devoted to the presentation and discussion of information central to our investigations, will require each student's interested engagement and questioning spirit, and will be the site of formal oral presentations. In addition, we will meet each week in smaller groups led by your academic advisor.

Seminar Sessions:

Forkey, Tuesday, 12:40-2:10 p.m. in Hepburn 012.

Koster, Tuesday, 12:40-2:10 p.m., in Richardson 104

Seminar is the site of more specific discussion of the readings, the analysis of student research and writing, and the first presentation of oral assignments. Seminars will also provide time for instruction and practice of skills involved in writing and communication. Some of the skills covered include creating an effective thesis statement, punctuation use, paper and presentation organization, proper use of citations and direct quotes, and presentation tips. Seminars will also be time for individual conferences to discuss specific points on students' work.

Like all university classes, the First-Year Program is located in the classroom—but the FYP is unique in that its members also include the university staff who live in each college (the Community Assistants) or nearby (the Residential Coordinator). Each college is also assigned a Skills Mentor who is available for consultation for research, writing, and speaking assignments. Romoda College 2009-10, these people are:

Community Assistants:

Zach Dale, Rebert 247, x6219, zpdale06@stlawu.edu.

Carly Pearson, Rebert 355, x6279, cspear09@stlawu.edu.

Residence Coordinator:

Holly Asimou, Whitman 162, x5520, hasimou@stlawu.edu.

Skills Mentor:

Shayla Snyder, Office hours: Monday 7-10 p.m. and Tuesday 4-6 p.m. in Rebert; email: sasnyd07@stlawu.edu.

CLASS STRUCTURE:**Fundamental Requirement:**

Unlike other courses you are taking this semester, this course is not intended as an introduction to a specific discipline or mode. Rather, it is a multidisciplinary exposure to liberal-arts learning at the university level. Therefore, active participation in the classroom and in seminar is crucial. To this end, each student should arrive on time each day with the assigned reading done and with an interested attitude—each person should be willing and able to participate fully in the day's activities, however they are structured and presented. This course is not so much about knowing and regurgitating facts as it is about thinking, connecting, and understanding. These things only happen if each student does her or his part, every day.

Required Reading:

Axtell, James. 1987 (reprinted 1996) "Colonial America Without Indians:

Counterfactual Reflections." In *Perspectives on the American Past: Readings and Commentary*, 2d ed., ed. Michael Perman. Lexington, MA and Toronto: D.C. Heath and Company.

- Bamann, Susan, et al. 1999. "Iroquoian Archaeology." *Annual Review of Anthropology* 21: 435-460.
- Barrett, Andrea. 2007. *The Air We Breathe*. New York: W.W. Norton,
- Cather, Willa. 1931 (reprinted 1995). *Shadows on the Rock*. New York: Vintage.
- Clarke, T. Wood. 1964. "The Grande Dame of Great Bend." In *The Tavern Lamps are Burning: Literary Journeys Through Six Regions and Four Centuries of New York State*, ed. Carl Carmer. New York: D. McKay Company.
- Countryman, Edward. 1996 (reprinted 2000). "The Revolution Rearranged North America's Human Landscape." In *Major Problems in the Era of the American Revolution, 1760-1791: Documents and Essays*, 2d ed., ed. Richard D. Brown. Boston and New York: Houghton Mifflin Company.
- Cox, Heather M., et al. 1999. "Drowning Voices and Drowning Shoreline: A Riverside View of the Social and Ecological Impacts of St. Lawrence Seaway and Power Project." *Rural History* 10: 235-257.
- Forkey, Neil S. 2007. "'Thinking like a River': The Making of Hugh MacLennan's Environmental Consciousness." *Journal of Canadian Studies* 41 (2) (Spring): 42-64.
- Girard, Michel. 1992 (reprinted 1995). "The Oka Crisis from an Environmental History Perspective, 1870-1990." In *Consuming Canada: Readings in Environmental History*, ed. Chad Gaffield and Pam Gaffield. Toronto: Copp Clark.
- Hacker, Diana. 2003. *A Writer's Reference*. 5th ed. Boston: Bedford/St. Martin's Press.
- Koster, Renee. 2006. "LeRay and Constable: The French and English Aristocrats of the Late 18th/Early 19th Century Upstate New York." Paper Presented to the Society for Historical Archaeology Conference, Williamsburg, Virginia.
- Lubin, Martin. 2003/2004. "Perforated Sovereignties in the Americas: The Canada-US Border and International Outreach Activities of Quebec." *London Journal of Canadian Studies* 19: 19-40.
- MacLennan, Hugh. 1961. "By Canoe to Empire." *American Heritage* 12 (6) (October): 4-7, 94-101.
- _____. 1961. "The St. Lawrence." In Hugh MacLennan, *Seven Rivers of Canada*. Toronto: Macmillan of Canada.
- Parham, Claire Puccia. 2004. Chapters 4 and 5 in *From Great Wilderness to Seaway*

Towns: A Comparative History of Cornwall, Ontario and Massena, New York, 1784-2001. Albany: State University of New York Press.

Smith, Allan. 1971 (reprinted 1994). "American Culture and the English-Canadian Concept of Mission." In Allan Smith, *Canada - An American Nation?: Essays on Continentalism, Identity, and the Canadian Frame of Mind.* Montreal and Kingston: McGill-Queen's University Press.

Trigger, Bruce G. and James F. Pendergast. 1978. "Saint Lawrence Iroquoians." In *The Handbook of America Indians*, vol. 15, *Northeast*, ed. Bruce G. Trigger. Washington, DC: Smithsonian Institution Press.

Tulchinsky, Gerald. 1974 (reprinted 1998). "Transportation Changes in the St. Lawrence-Great Lakes Region, 1828-1860." In *Readings in Canadian History: Pre-Confederation*, 5th ed., ed. R. Douglas Francis and Donald B. Smith. Scarborough: Harcourt Brace.

Worster, Donald. 2005. "A Long Cold View of History: How Ice, Worms, and Dirt Made Us What We Are Today." *The American Scholar* 74 (Spring): 57-66.

Grade Distribution:

Written Assignments (Three)	30%
Portfolio and Self-Assessment	10%
Oral Presentations (Two)	20%
Class Participation	20%
Exam	20%

Note: All assignments must be completed in order to pass the course.

Attendance and Punctuality:

Your attendance and participation are required at each plenary and seminar meeting—a course such as this **cannot** work without the full participation of each of its members. Should you miss a class for reasons out of your control, you need to consult your seminar instructor (i.e., your advisor) about that absence—beforehand if at all possible—who will discuss your situation with you and decide on whether or not the absence should be seen as excused or unexcused. Each unexcused absence will lower the final grade in the course by .2 on the 4.0 scale. **Students who arrive to class late will be marked as absent.** **While in plenary and seminar, please turn-off your cell phone.**

Field Trips:

We will take a boat tour and cruise the St. Lawrence River on Saturday, **August 29**. You should bring a notebook and pen and be prepared to take copious notes, since your first assignments will hinge upon your impressions of this trip. Cameras are also a good idea!

Also, we will visit Fort Drum, NY on **October 13**. Like the first trip, this is a mandatory college endeavor. More information will follow.

Special Needs Students:

Special Needs students must meet with us on an individual basis during the first week of class, preferably during our office hours, so that we may discuss specific considerations.

THE WORD STUDIO

The WORD Studio, in the ODY Library, is a place to get feedback from peers on assignments in writing, oral communication, research, and design of visual projects. You can come for a consultation to plan a paper or presentation (you don't need anything but a blank piece of paper!); to find ways to improve the ideas, organization, and style of a draft; to videotape and review a presentation rehearsal; to practice a PowerPoint presentation, and more. Peer tutors are not proofreaders or editors who silently "fix" your work for you; instead, they are trained to have a conversation with you about ways you can fix problem areas yourself and become better overall communicators. You may use The WORD Studio for consultations on assignments for any of your courses, although for FYP assignments you should first seek out Shayla during her office hours.

The WORD Studio is open Monday through Thursday, 8:30 a.m. to 11:00 p.m.; Friday, 8:30 a.m. to 4:00 p.m.; and Sunday, 1:00 p.m. to 11:00 p.m. You may also IM the Studio during regular hours with quick questions about grammar, citation, and style: *SLUword*.

Written and Oral Assignments

You are responsible for three written and two oral assignments. In each case, both with writing assignments and oral presentations, your grade will be based on your performance throughout the process. Thus the first draft is just as important as the final paper; similarly, your initial practice run of your oral presentations is as important as the presentation to plenary. We shall use our seminars as a place to work on various communications skills.

Writing assignments will follow, to the letter, the *MLA Style* which is outlined by Diana Hacker in *A Pocket Style Manual*, 5th ed., 103-54 (or at dianahacker.com/pocket). Students who do not learn and follow this style for each draft and revision can expect to have their grade substantially lowered, regardless of the quality of the writing. This also means that drafts and revisions are required to be printed on only one side of the paper, be stapled, have numbered pages, be double-spaced, correspond to one-inch top, bottom, and side margins, use a 12-point font, and contain a Works Cited page which is also numbered.

Writing Assignments:

1. You will write a 3-5-page paper following the August 29th cruise. It will be based on some observation you have made about the St. Lawrence River. Draft due in plenary September 3. Revision due in plenary September 17.

2. You will write a 4-5 page biographical paper on a person relevant to either the United States or Canada. Draft due in plenary October 20. Revision due in plenary November 3. Sports figures and entertainers are excluded as subjects.

3. You will choose a research topic and write a 6-8-page paper. Draft due in plenary November 17. Revision due in plenary December 10.

Oral Assignments:

No power-point presentations allowed.

1. Revise your first written assignment and make a 5 minute presentation to the plenary. We will use the preceding seminar sessions as practice sessions for presentations, and students will formally critique each other's offering in seminar. Presentations in plenary classes September 15 and 17.

2. Present a distilled, 5-7 minute, version of your research findings from the third written assignment. We will use the preceding seminar sessions as practice sessions, and student will formally critique each other's offering in seminar. Presentations in plenary classes December 3, 8, and 10.

Exam

Our only exam will be held in class on Thursday, November 19. This is the Thursday prior to Thanksgiving recess. All students will write the exam in class as announced. Under no circumstances will students be excused due to travel conflicts.

Writing Portfolio:

You are required to keep **all** versions of the writing done for this course -- including draft versions and notes -- to be turned in at the end of the semester as a portfolio of your written work during this semester. When you do so, you will include as your introduction, a short essay reflecting on the development of your writing and oral presentation skills. You should consider how the components of your portfolio are presented.

Late policy:

The relevant due dates are indicated on the syllabus, and you are expected to meet them without fail. Late assignments will be penalized at the rate of .2 per day (beginning at the moment that the assignment is due). Here follows a list of excuses frequently offered but never compelling nor acceptable: computer problems of any sort; forgetfulness; oversleeping; loss of syllabus; travel conflict; other assignments (including tests) due for other courses; or requirements of sports-related travel or participation.

Weekly Schedule

WEEK 1 (Aug. 24/27): Introduction and Conceptualizing the New World and its First Peoples.

Reading: Axtell, "Colonial America," and Worster, "A Long Cold View."

Aug. 29 (Sat.): Field Trip to Alexandria Bay, New York for cruise on the St. Lawrence River.

WEEK 2 (Sept. 1/3): Trip Debriefing and Seeing History in the St. Lawrence Valley.
Reading: Bamann, "Iroquoian Archaeology"; Trigger and Pendergast, "Saint Lawrence Iroquoians."

WEEK 3 (Sept. 8/10): New France as a Settler Society
Reading: Cather, *Shadows on the Rock*, entire novel.

WEEK 4 (Sept. 15/17): Student Presentations

WEEK 5 (Sept. 22/24): The St. Lawrence as Continental Force.
Reading: MacLennan, "By Canoe to Empire," and, "The St. Lawrence." NB: Class canceled on Thursday, Sept. 24, instructions will follow.

WEEK 6 (Sept. 29/Oct. 1): Revolution and Evolution in North America.
Reading: Countryman, "The Revolution Rearranged North America's Human Landscape"; Smith, "American Culture and the English-Canadian Concept of Mission."

WEEK 7 (Oct. 6/8): Settling the North Country.
Reading: Koster, "LeRay and Constable." and Clarke, "The Grande Dame of Great Bend."

WEEK 8 (Oct. 13/15): Field trip to Fort Drum; and Mid-semester break, Thursday class is canceled.

WEEK 9 (Oct. 20/22): The Working River.
Reading: Tulchinsky, "Transportation Changes"; and, Parham Chapters.

WEEK 10 (Oct. 27/29): Regional Stories: Connecting the River to the Mountains.
Reading: Barrett novel.

WEEK 11 (Nov. 3/5): Cultural Contours of the Contemporary St. Lawrence.
Reading: Lubin, "Perforated Sovereignties"; Discussion of film *Frozen River* (Courtney Hunt, 2008).

WEEK 12 (Nov. 10/12): Environmentalism and Land Claims.
Reading: Cox, et al., "Drowning Voices and Drowning Shoreline"; Forkey, "'Thinking like a River'"; Girard, "The Oka Crisis from an Environmental History Perspective."

WEEK 13 (Nov. 17/19): Instructors' Discretion and Exam (Nov. 19).

WEEK 14 (Dec. 1/3): Conclusions and Student Presentations.

WEEK 15 (Dec. 8/10): Student Presentations.

Academic Honesty From the Academic Honor Cards

THIS SECTION PERTAINING TO THE ACADEMIC HONOR COUNCIL is *not confidential*. Your signed acknowledgment of the code will be placed in your permanent student file. The Academic Honor Code cited below was designed by students and approved by the elected student government, the Thelomathesian Society, on February 26, 1992.

All students at St. Lawrence University are bound by honor to maintain the highest level of academic integrity. By virtue of membership in the St. Lawrence community, every student accepts the responsibility to know the rules of academic honesty, to abide by them at all times, and to encourage all others to do the same.

Responsibility for avoiding behavior or situations from which academic dishonesty may be inferred rests entirely with the students. Students should be sure to learn from faculty what is expected as their own work and how the work of other people should be acknowledged.

Academic Dishonesty, according to the *Student Handbook*: includes any dishonest conduct in connection with any academic (including research) course, program, or work.

1. It is assumed that all work submitted for credit is done by the student unless the instructor gives specific permission for collaboration.
2. Cheating on examinations and tests consists of knowingly giving or using, or attempting to use unauthorized assistance during examinations or tests.
3. Dishonesty in work outside of examinations and tests consists of handing in for credit as original work that which is **not** original, where originality is required.
4. Falsifying research methods, data, and/or results constitutes academic dishonesty.

The following constitute examples of academic dishonesty:

a) *Plagiarism*: Presenting as one's own work the work of another person—words, ideas, data, evidence, thoughts, information, organizing principles, or style of presentation — without proper attribution. Plagiarism includes paraphrasing or summarizing without acknowledgment by quotation marks, footnotes, endnotes, or other indices of reference (cf. Joseph F. Trimmer, *A Guide to MLA Documentation*).

b) Handing in false data, reports or results in connection with any research project or experiment.

c) Handing in a book report on a book one has not read.

d) Falsification of attendance records of a laboratory or other class meeting.

e) Supplying information to another student knowing that such information will be used in a dishonest way.

f) Submission of work (papers, journal abstracts, etc.) which has received credit in a

previous course to satisfy the requirement(s) of a second course without the knowledge and permission of the instructor of the second course.

g) The above list is not exhaustive. In the event there is a question as to whether alleged conduct falls within the scope of the Academic Honor Code, the vice president and dean of academic affairs' determination shall be final.

Claims of ignorance and academic or personal pressure are unacceptable as excuses for academic dishonesty. Students must learn what constitutes one's own work and how the work of others must be acknowledged." (*St. Lawrence University 2008–2009 Student Handbook*, pp. 148–153.)

All intentional and unintentional acts of academic dishonesty may result in disciplinary action. Recommendations of disciplinary action may include a failing grade on the work in question, a failing grade in the course, disciplinary probation, suspension from the University, or expulsion from the University.

More information on academic integrity, including the Academic Honor Council's Constitution, can be found at:

http://www.stlawu.edu/acadaffairs/academic_honor_policy.pdf. For information about academic integrity or the Academic Honor Council issues, contact the Dean's Office at x5993.

First-Year Program Philosophy and Goals 2009-10

A residentially-based, interdisciplinary first-year program is an ideal environment for beginning the four-year process of developing the complex intellectual and social skills that are at the heart of a liberal education and the habits of considered values and engaged citizenship that such an education should produce. The First-Year Program (FYP) and First-Year Seminar (FYS) are the core of our institutional commitment to improving your ability to engage in critical inquiry and research, to design and deliver written, spoken and/or visual texts that demonstrate rhetorical sensitivity, and to be sophisticated readers, listeners, and viewers of the texts of others. We believe that these same competencies can help develop your ability to communicate across differences (e.g., race, gender, sexual orientation, class, ethnicity, political views) as you find ways to live and learn together in the residence halls and as engaged and ethically reflective citizens both during and after your college years. These goals should be understood as the first step in our work with you over a four-year process of helping you to meet the University's Aims and Objectives.

We hope to help you see that writing, speaking, research, and interacting with others are rhetorical endeavors. Effective communicators are, by definition, rhetorically sensitive. Rhetorical sensitivity means understanding that all communication, whether formal or informal, involves having to make choices about your messages, whether written, spoken, or visual. To become an effective communicator, you need to recognize

that the creation of a meaningful and powerful message involves both a creator and an audience, and that therefore the voice you adopt in your communication, and the audience you imagine yourself communicating to, matter a great deal in creating your message. The choices you make in writing and speaking are central in determining how people read and hear your voice. Becoming conscious and reflective about those choices, and their ethical dimensions, is a central goal of the FYP and FYS.

Working with you so that you become more rhetorically sensitive means that you should be increasingly able to assess the requirements of a particular task and make intentional decisions about which mode or modes of communication and inquiry would be most effective in addressing it. To do so, you must develop specific writing, speaking, research, and technological competencies. To accomplish these goals, the FYP and FYS will present you with assignments that ask you to engage in a process that involves **recognizing** the rhetorical situation, **planning** communication strategies to address the task at hand, **composing and presenting** the message, and then engaging in **critical assessment** of your own work and that of others. The results of that assessment process will allow you to rethink, restructure, and revise your work. We further recognize that this process is not linear and that the effective creation of texts requires that you move back and forth among these four elements of the message creation process. This is why we require that your writing and speaking assignments be “projects” that include preparatory exercises and multiple drafts or rehearsals, all of which ask you to continue to reflect critically on the choices you have made in constructing your message.

This process of increased rhetorical awareness and skill development is at the heart of the philosophical and pedagogical perspectives that inform the work of the FYP and FYS. Because this process both transcends and integrates a variety of specific skills, the program has a philosophical commitment to designing assignments that ask you to integrate various modes of communication in furtherance of the higher-level rhetorical goals in which they are situated.

To ensure that the program is meeting its stated goals, all FYP and FYS syllabi are read by other faculty in the program to determine if they include a variety of assignments that forward the writing, speaking, research, and literacy goals of the program. All FYP and FYS courses have to be approved by faculty in the program before they are offered.