

ENVIRONMENTAL HEALTH & ENVIRONMENTAL JUSTICE
FIRST YEAR SEMINAR
FRPG 189M
SPRING 2009
DR. JOANN W. ROGERS

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CLASS MEETS

Tuesday- 10:10-11:40 Carnegie Hall 010
 Thursday- 8:30-11:40 Carnegie Hall 010

COURSE REQUIREMENTS:

Required Text; Can be purchased at the bookstores:

1. Buckingham, Robert William. 2001. A Primer on International Health. Allyn and Bacon. (IH)
2. Davis, Devra. 2002. When Smoke Ran Like Water. Basic Books. (Novel)
3. Wermuth, Laurie. 2003. Global Inequality and Human Needs. Pearson. (GI)
4. Additional Readings on Angel (A)

FIRST-YEAR PROGRAM PHILOSOPHY AND GOALS 2008-09

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.

FIRST-YEAR SEMINARS RESEARCH PROJECT LEARNING GOALS 2008-09

With respect to research skills specifically, our learning goals for the spring are that students should:

- Be introduced to ways of conducting productive and imaginative inquiry and research in order to become a part of the various conversations surrounding issues.
- Learn to differentiate among the various ways that information is produced and presented, between popular and scholarly journals and books, between mainstream and alternative publications, between primary and secondary sources.
- Learn how to evaluate and synthesize information, whether gathered from traditional sources, e.g., books and journals, or from websites or electronic media.
- Begin to develop the skills of critical analysis in the interpretation and use of information gathered from any source.
- Be introduced to the ethical obligations that scholars have to both responsibly represent their sources and inform their readers of the sources of their information, as well as learning, and being held responsible for the proper use of, the conventions of scholarly citation and attribution.
- Present the results of your research in written, spoken, visual and/or other forms that demonstrate the ability to communicate effectively using the conventions of the mode of communication adopted.

READINGS:

The assigned chapter readings are indicated in the course schedule. The readings are important to develop an understanding of the terms and ideas that you are expected to learn. The lectures and class discussions will benefit you more if you have the chapters read before class, or, before the date they are listed on the schedule.

ATTENDANCE:

Attendance will be taken daily. Excessive absences will be detrimental to your overall grade- you are allowed three absences for the semester without an excuse. Excused absences must be discussed with me (and will be determined on a case by case basis) they may include- death of a family member, funeral, University sponsored sports or conferences. Illness will be included in your three absences. You do not receive an attendance grade per se, but .25 will be deducted off of your overall grade for any unexcused absences after the three allotted.

QUIZZES AND HOMEWORK:

The quizzes will be announced in class (so they are not on the syllabus). The quizzes are centered on concepts presented in lecture, videos, as well as the texts. Please note that I will drop the lowest quiz score when calculating your final grade. The quizzes will consist of multiple choice, short answer, definitions, matching and fill in the blank. Quizzes are used to make sure that students are effectively engaged in the material and to help me gauge your level of understanding about the material we are discussing in class. Also, just because they are called "quizzes" does not mean they should not be taken seriously.

There will be a variety of homework assignments in and out of class; it is your responsibility to check your syllabus to see when homework assignments are due.

The quizzes and home works are 20% of your final grade.

REFLECTION PAPER:

You are required to be prepared to discuss the readings in class and are required to turn in a reflection paper on at least **5** of the assigned reading days (meaning that there could be more than one reading on any given day). You will summarize the readings and discuss what you feel are the most important issues in the readings; how they compare (fit together) and how they contrast. These reflection/ response papers will be handed in at the beginning of the class period (no exceptions) they need to be typed and your name and the name of the class need to be located at the top right hand corner. Each paper needs to be at least 2 to 3 pages in length. Your papers will help in guiding the class discussions. If I feel that these reflection papers are not carefully thought out and illustrate to me that you have not read the material, you may not receive full points for that day. **This is 15% of your grade.**

DISCUSSION LEADER GROUP PROJECT:

In addition to class participation and article summaries, each student (in teams of two) will, be responsible for a class presentation over supplemental articles on Inequality and the Environment by related research articles. Your duties as a discussion leader will involve (a) summarizing that days reading (b) doing a verbal presentation of one related research article (this means library research in a peer reviewed journal- the topic of your article will correspond to the topic we are covering that particular week/day), (c) presenting the class with key questions about the most important issues of the articles, (d) writing and turning in an independent review of the assigned reading and (e) each of you will type me up a paragraph on your teams performance (how the work was divided – who did what – how well you worked together and anything else you think I should know before grading). Class members will also help me in evaluating your presentations- final grades will come from your write ups, class evaluations and my evaluations (I reserve the right to over-ride the class evaluation scores – if I believe them to be unfair or biased).

Additional requirements for presentation: Your class presentation must include each of the following, but be creative- they don't have to be power points:

A. Overview to the class.

- Introduction: A brief statement of who did the research and what the research is about.
- Research Methods: What methods did the researchers use to collect the data?
- Findings: Summarize briefly the major findings of the research. Create *brief* outline of the major research findings and either (a) distribute a copy to the

class, or (b) make a PowerPoint of the outline for use during your presentation.

- Application: Discuss what your group found most useful and insightful about the research.

B. Discussion questions. You must also come up with 3 key questions for class discussion. These discussion questions must be based on the information contained in your article and must be relevant concepts/ issues/theories from class. **This is worth 15% of your grade**

All papers should be double spaced, one inch margins, typed and turned in using a good quality printer (color ink will not be accepted- but two sided papers are!). I also believe in saving trees, but do not turn in you assignments on paper that has been previously used. Please make sure your papers contain the assignment, your name, and the class. All pages should be numbered. As with all academic papers if you are using a source in your paper it must be properly cited. For this class we will be using APA formatting- for information please refer to your pocket manual. **Your papers will be docked points if you do not follow the above requirement.**

RESEARCH PAPER, WRITING PORTFOLIO, AND PUBLIC SERVICE ANNOUNCEMENT (PSA):

Each student is responsible for developing a literature review (research paper). This paper can address any issue you find of interest that is related to Environmental Inequality. We will be discussing many topics this quarter that might spark an idea for your research. This assignment will be completed in steps. To assist you in proper research and citing techniques you will have homework assignments from your pocket manual over APA citations. We will also be discussing the differences between an annotated bibliography, a literature review, and a research paper. A portion of grade will come from doing an annotated bibliography; additionally you will receive homework grades by completing task, such as, library searches, peer reviews and a research grid (examples and explanations will be given in class).

The paper should be typed in 12 point font, include page numbers, include a title page that list; my name, your name, the name of the class and number. This paper should be 8 to 10 pages in length. You must have at the minimum of 10 journal articles on your topic. **This is 25% of your grade.**

All students taking an FYS are required to keep a writing portfolio. I will hand back all of your papers and then you will keep them in some sort of folder that you will turn into me at the end of the semester. When turning it in you are also required to write on final 1 to 2 pages reflect piece on the course. We will talk in more detail about this in class and closer to the end of the semester. **This is 5% of your grade.**

In teams of two you will design a PSA announcement to be shown on You-Tube. You will combine the information have developed from your research papers and come up with an interesting but educational approximately 5-7 minute video that educates the general public on the issue your team has researched. In addition your team will make available to the class one article from your literature reviews in advance of your presentations (2 weeks)- we will be reading them on the days you present. (Please supply me with a PDF copy so I can post them on Angel) I will post all the grading requirements for this project on Angel. **This is an additional 20% of your grade.**

MAKE-UP WORK:

Students are expected to complete all assignments by the due date and take tests at the scheduled time. All home work must be turned in at the beginning of class- if done so afterward that day's assignment will be considered late. I will not accept homework assignments over Angel or email (nor slipped under my door). Students will not be able to make up work unless they have a legitimate excuse, e.g. illness, funeral, family emergency. If you know you are going to be gone in advance, turn in your assignments in before the due date (this also pertains to all student

athletes). Students with legitimate excuses should obtain appropriate documentation and contact me AS SOON AS POSSIBLE regarding your situation.

GRADING:

I do not “curve” grades. Your grades will be entered into Angel as a score- Angel will then calculate that score into a percentage and from there you will be able to determine your final grades and where you stand based on the scale below.

4.0	96-100
3.75	92-95
3.5	88-91
3.25	84-87
3.0	80-83
2.75	77-79
2.5	74-76
2.25	71-73
2.0	68-70
1.75	65-67
1.5	62-64
1.25	59-61
1.0	55-59
0.0	0-54

CLASS POLICIES:

1. **Discuss.** Discussion of issues is **ALWAYS** welcome. Feel free to ask questions, raise relevant points, and otherwise contribute to class discussion at any time.
2. **Attend classes.** Class participation is vital for this course. Failure to attend will negatively affect your grade for the course.
3. **Pay attention.** Reading the newspaper, sleeping, random chit-chat, or any other behavior that is distracting to the class will not be tolerated. Please turn off your cell phone before you enter the class room- cell phone use in the classroom will not be tolerated- this includes texts messages. Playing with your cell phone while in the classroom will affect your overall grade and may have you removed from the course permanently.
Using a computer in class is a privilege- not a right! If I find that your computer is being used for anything other than taking class notes you will be asked to leave and you may not use your computer again in the classroom. This means no emailing- looking at your “my space” – “face book” pages (or whatever else you may use), or showing your friends your great weekend “party” pictures.
You are responsible for all information (including *handouts*, *announcements*, etc.) given in class. Failure to obtain information or receive announcements in class is no excuse for missing assignments or for turning assignments in late.
3. **Turn in assignments on time.** Assigned readings **MUST** be completed before the student comes to class. It is the student's responsibility to have all of the reading completed on time.

THE ACADEMIC HONOR CODE

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.

CLASSROOM PEDAGOGY AND BEHAVIOR:

In this class, we will have lectures and group discussions. Learning involves more than simply the dissemination of factual information and this is especially true when we are discussing complex issues, such as race/ethnicity, class, gender, and national identity. One of the key code words in creating and maintaining an effective learning environment is the notion of “civility”. This includes the expectation that when students disagree with each other in class, they maintain respect for each other. We will be looking at many topics, some of which you may find controversial or uncomfortable. When we agree that civility is an essential part of leaning, we can engage in controversial discussions such that we have the freedom to express our positions while avoiding personal insults and confrontations. Please treat your classmates as you would like to be treated.

THE WORD STUDIO

The Munn Center for Rhetoric and Communication maintains The WORD Studio in ODY Library—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 your course mentor during his or 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*.

COURSE OUTLINE

Students are expected to read each assigned reading before the class in which it will be discussed. The scheduled assignment lists the readings for each day.

Week 1

Date and Time	Readings:	Assignments and Activities:
Jan. 20 Tuesday 10:10-11:40	Course objectives and introductions –	
Jan. 22 Thursday 8:30- 11:40	Lecture on Inequality Reading #1 Angel –	Discuss research projects/papers-

Week 2

Jan. 27 Tuesday 10:10-11:40	Read: (IH)Introduction to International Health-pp.1-15	Difference between research paper/lit review and annotated bibliography
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Jan. 29 Thursday 8:30- 11:40	Library workshop and research— we will meet in ODY Lab 140B	Find 3-5 journal articles on topic- Work on research questions

Week 3

Feb. 3 Tuesday 10:10-11:40	(GI) Thinking Socially about Health- pp-3-23 Research outlines and tables-	
Feb. 5 Thursday 8:30- 11:40	Participate in MLK Celebration	Homework #1 Due- dianahacker.com/pocket Exercise 24- A Thesis Statement

Week 4

Feb. 10 Tuesday 10:10-11:40	Read: (IH) Theoretical Foundations for Studying Health pp.25-43	Group #1 Homework #1 Due- dianahacker.com/pocket Exercise 24- A Thesis
Feb. 12 Thursday 8:30- 11:40	Guest Speaker- Reading on Angel	

Week 5

Feb. 17 Tuesday 10:10-11:40	Read: (GI) Epidemiology Methods and Global Practice-chpt 8 pp. 177-21	Group #2 Homework #2 Due- dianahacker.com/pocket Exercise 25/1-4 Avoiding Plagiarism
Feb. 19 Thursday 8:30- 11:40	Video Workshop/Web design	Homework #3 Due- dianahacker.com/pocket Exercise 35-5 Recognizing Common Knowledge

Week 6

Feb. 23 Tuesday 10:10-11:40	(IH) A Political Economy Approach to Health- ch.3 pp. 47-56	Group #3
Feb. 25 Thursday 8:30- 11:40	(GI) Globalization: Toward One World-ch. 2. pp. 18-29	Group #4 Homework #4 Due- dianahacker.com/pocket Exercise 36/1-3 Integrating Sources

Week 7

March 3 Tuesday 10:10-11:40	(GI) Health and Inequality: Principles and Examples-ch.4	Group#5 Homework #5 Due- dianahacker.com/pocket Exercise 37/1-3 APA documentation style
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March 5 Thursday 8:30- 11:40	Reading on Angel Novel- Chpt 1-2 Film: Erin Brockovich	Homework #6 Due- dianahacker.com/pocket Exercise 37-4 Identifying Elements of Sources
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Week 8

March 10 Tuesday 10:10-11:40	Primary Health Care: The Global Response- ch. 5	Group#6 Annotated Bib. Due (20 articles)
March 12 Thursday 8:30- 11:40	Novel-chpt. 3-4 Film:	

Week 9 Spring Break

Week 10

March 24 Tuesday 10:10-11:40	Gender, Race, and Ethnic Influences on Health- ch. 6	Group #7 Bibs. back
March 26 Thursday 8:30- 11:40	Novel-chpts. 5- 6 Film	Homework #7 Due- dianahacker.com/pocket Exercise 37-5 Reference List

Week 11

March 31 Tuesday 10:10-11:40	Maternal Health and Child Health, A Global Health Perspective- ch. 6	Group #8 Draft #1 Due- Peer Review
April 2 Thursday 8:30- 11:40	The Challenge of Global Malnutrition- ch. 8.pp. 85-(IH) 102 Discuss Reading and Novel	Peer Reviews handed Back

Week 12

April 7 Tuesday 10:10-11:40	Conferencing 8:30- 4:00 (8) Novel-chpt. 7	No Class
April 9 Thursday 8:30- 11:40	Conferencing on Papers 8:30-4:00 (8) Novel-chpt. 8	No Class

Week 13

April 14 Tuesday 10:10-11:40	Novel-chpt. 9 Discuss Novel	
April 16 Thursday 8:30- 11:40	Novel- chpt. 10	Papers Due:

Week 14

April 21 Tuesday 10:10-11:40	Readings from Presentations- (A) Discuss readings	Presentations Teams 1-2
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April 23 Thursday 8:30- 11:40	Readings from Presentations- (A) Discuss readings	Presentations Teams 3-4
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Week 15

April 28 Tuesday 10:10-11:40	Readings from Presentations (A) Discuss readings	Presentations 5-6
April 30 Thursday 8:30- 11:40	Readings from Presentations- (A) Discuss readings and overall class	Presentations Teams 7-8

Week 16 Finals Week

Please remember that if you have difficulty with the readings, assignments, or exams, come and see me early on in the semester.

If you require special accommodations please let me know immediately and please provide me with the appropriate paper work.