

## Toxic Topics: Anthropology, Environment, and Health



Instructor: Dr. Maryann Cairns

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Office hours: Tuesday 10-12 or by appointment.

Class: Wednesday 2-4:50 p.m.

### **Brief Course Description:**

Course engages students in the anthropological study of the relationships between environment, health, and society. Designed around environmental issues, including climate change, water, food, energy, and other topics.

### **Course Description:**

This course critically engages students in the study of the relationships between environment, health, and society, with a particular focus on the effects of globalization and development on these themes in diverse societal contexts. This course is designed around several environmental issues, including problems such as climate change, water, waste, food, energy, disasters, and special topics. However, the instructor will utilize the scholarly content assigned surrounding these issues to introduce and discuss major themes in environment, health, and society. Themes include but are not limited to: infrastructures, syndemics, embodiment, the anthropocene, ethics of development/aid, feminist approaches to environmental health, indigeneity and ethnicity, and the politics of knowledge. Students will be asked to consider, through major theme areas, the theoretical underpinnings and methodological realities of “doing” anthropology that engages environmental health issues in a wide range of contexts. This course assumes a background in medical anthropology or environmental anthropology at least the undergraduate level. This course additionally gives a core introduction to the working practice of social science-environmental health collaboration. Additionally, this course, while rooted in anthropological inquiry, is openly interdisciplinary, and provides students with relevant theory and background work in environmental health, sociology, science and technology studies, environmental justice, and environmental history.

### **Course Learning Objectives and Outcomes, and a note on Course Structure:**

Objectives:

Critically evaluate and address issues in anthropology, environment and health.

Engage theory from anthropology and related disciplines in the study of environment, health, and society.

Review key environmental issue areas (e.g., water, food, energy) and articulate the environmental health issues at play.

Critically evaluate methods and techniques used by anthropologists and related disciplines to address issues of environment, health, and society.

Learn how to write and speak clearly and effectively on course topics.  
Engage in deep discussion and debate on current enviro-health problems.  
Learn about the politics of engagement in enviro-health topics.

Each course period will begin with a short summary and introduction by the instructor. This seminar requires critical reading and active discussion. I use the Socratic method for all class discussions in order to encourage critical thinking. Students are expected to be able to participate in dialectical debates related to issues and ideas in the course. Logical discussion of facts and ideas presented in the readings is expected. Students will routinely be challenged to not only make assertions about the readings but also, individually, back up their claims with relevant data, experience, literature, and theory. Each day, students should come to class having read all required assigned material (approximately 4-6 articles per week). Recommended readings are just that—if you are interested in learning more or feel that you need a bit more background on an issue, those readings are noted for your reference.

Assignments are designed to both engage students in critically assessing the materials in the course and to build skills and competencies necessary to participate in academic life as an anthropologist and engaged scholar. All assignments will be useful for students as they continue in anthropology, and will help them prepare for professional conferences, journal article preparation, grant proposal writing, speaking to the media, and engagement with policy. Assignments will all be completed outside of class, but will expand on the course's content.

**Course Readings:**

This course relies chiefly on multiple scholarly journal articles. See attached bibliography/schedule for required and recommended readings, which will be available to you on CANVAS. In addition, please acquire the following book(s):

Required:

Langston, Nancy. *Toxic bodies: Hormone disruptors and the legacy of DES*. Yale University Press, 2010.

Recommended:

Singer, Merrill, ed. *A Companion to the Anthropology of Environmental Health*. John Wiley & Sons, 2016.

Farmer, Paul. 2005. *Pathologies of Power: Health, Human Rights, and the New War on the Poor*. Berkeley: University of California Press.

**Assignment Summary and Grading:**

*Canvas:* this course relies on your use of Canvas. I will communicate with you through canvas and email. You will be responsible for any and all information communicated to you through canvas. You will need to access canvas or readings, assignments, etc. All registered students have access to canvas.

Assignment Summary:

\* Please see following section for Assignment Details

Reading Summaries	10 points
Discussion (*co)Leadership	10 points
Media Response Paper	20 points
Citizen Science Experiential Learning and Review	10 points

Peer Review Exercise	10 points
Final Project	30 points
Roundtable Presentation	10 points
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	100 points

Grading Scale:

A: 92.50-100

A-: 90-92.49

B+: 87.50-89.99

B: 82.50-87.49

B-: 80-82.49

C+: 77.50-79.99

C: 72.50-77.49

C-: 70-72.49

D+: 67.50-69.99

D: 62.50-67.49

D-: 60-62.49

F: 00-59.99

Grading scale is non-negotiable. Do not ask for a change in your grade.

**Detailed Assignments:**

1. Reading Summaries and Questions (10 @ 1 pts each, 10%): Undergraduates will complete a reading summary, 250 words or less, providing an overview of the main themes and connections in the day's readings. Students must also provide at least 3 thought-provoking questions that the readings inspire. These will be due weeks 2-11 (excepting spring break), and in week 13 (not in weeks 1, 8, 12, or during peer review/presentation days). This is to help students critically engage the readings at a graduate-aspiring level. They are graded on a complete/incomplete basis.
2. Discussion Leadership (1 @ 10 pts, 10%): As mentioned above, I use a Socratic method for discussions. Each student will be asked to lead or co-lead 1 day of discussion. Rubric will be provided that measures 1) mastery of course content, 2) discussion prompts and engagement of fellow classmates, 3) Critical use of wider environmental health theory/literature in addressing the course content. Depending on course enrollment, undergraduates may be paired with a graduate student, who will co-lead discussion.
3. Media Response Paper (1 @ 20 pts, 20%) Media response papers require students to find an "above the fold" popular science article that reports on topic(s) related to the class day's issues in environmental anthropology (e.g., water, climate change). The student will then write a no more than 2000 word critical response that addresses the article's content, uses the day's readings as well as other scholarly sources for further analysis, and delves into what anthropologists can do to address/research the issue at hand by engaging further readings and foregrounding issues of material culture, underlying values, beliefs, and practices central to the culture(s) at hand. These should particularly address policy, engagement, and practice in environment, health, and society. It is recommended that students choose to do media response papers on days that they are particularly interested in the course topic and/or days that relate to their overarching research goals. Students are encouraged to use global examples in these

media response papers with particular attention to multicultural and diverse spaces. Students will have 10 possible day's topics to complete the response papers, and thus have flexible due dates. Remember, writing succinctly, clearly, and for a wide audience is an important skill to have as an anthropologist.

\*NOTE: You should stagger your media response and discussion leadership day so that they are not on the same day.

Citizen Science Experiential Learning and Review (1 @ 10 pts, 10%): Toward the end of the class, this sandbox-style assignment asks students to participate in a citizen science initiative (e.g. through an app, on-campus initiative or otherwise). Example ideas will be offered by the instructor, but any initiative is fine, so long as it relates to environment and health. You will use Kaltura to give a well-thought out video review of the Citizen Science project (3 minutes). Utilize excellent visuals. Think critically—how does this impact environmental health knowledge? What are the positives/negatives of the approach? Utilize the readings for the class on Citizen Science and communicating science to enrich your critique. This assignment has a fixed due date, in week 13 of the course. \*If you took my 3319 course, you must choose a different Citizen Science initiative.

4. Peer Review Exercise (1 @ 10 pts, 10%): Undergraduates taking this course must take extra care during the review of their final project drafts. They will turn in their review of another student's work (scan in-class feedback), and will turn in a draft with tracked changes showing all of the adjustments and changes to their own paper in light of another student's feedback. They will receive 5 points for the effective peer review of another student's work, and 5 points for their own adjusted draft, showing how they have taken into account scholarly feedback.
5. Final Project (1 @ 30 pts, 30%): For the final project, you will complete a product in consultation with the instructor that meets your interests, builds new knowledge in the field of environment, health, and society, and reflects your learning and research needs/stage of your graduate career. All undergraduates will write a traditional research paper (no more than 6,500 words) on a specific topic that relates to the course. You should have at least 25 sources for this paper. Take advantage of library help.
6. Roundtable Presentation (1@ 10 pts, 10%): The last course meeting will be designed as back-to-back roundtable discussions where students may present the work that they did and discuss major topics that arose from original projects. The roundtable topics and questions will be curated by the instructor. Note: Students must use Kaltura, prior to class, to record an overview of their project's "platform" or 3 main points that you want an audience to remember (5 minutes total). Utilize excellent visuals. Students will utilize the AAAS communication toolkit to prepare and record their academic platforms, and prepare for the roundtable discussions.  
<https://www.aaas.org/page/communicating-engage>

#### **Course Schedule:**

\*note that each week's readings are in logical rather than alphabetical order.

\*note that "OU" means that this reading is optional for undergraduate students, but will be read

by graduate students.

**JAN 24 Week 1- Introduction: Environmental Health, One Health, and Anthropology**

Assignments Due:

None.

Required Readings:

- Finn, Symma, and Gwen Collman. "The pivotal role of the social sciences in environmental health sciences research." *NEW SOLUTIONS: A Journal of Environmental and Occupational Health Policy* 26.3 (2016): 389-411.
- Hoover, Elizabeth, et al. "Social science collaboration with environmental health." *Environmental health perspectives* 123.11 (2015): 1100.
- Almada, A. A., C. D. Golden, S. A. Osofsky, and S. S. Myers (2017), A case for Planetary Health/GeoHealth, *GeoHealth*, 1, 75–78, doi:[10.1002/2017GH000084](https://doi.org/10.1002/2017GH000084).
- Wolf, Meike. "Is there really such a thing as "one health"? Thinking about a more than human world from the perspective of cultural anthropology." *Social Science & Medicine* 129 (2015) 5-11.
- Adger, W. (2000). Social and ecological resilience: Are they related? *Progress in Human Geography*, 24(3), 347-364.

Recommended Readings:

More on One Health from CDC: <https://www.cdc.gov/onehealth/basics/index.html>

**JAN 31 Week 2- Understanding Political Ecology of Environmental Health**

Assignments Due: Media Engagement Critiques/Methods and Analysis Critiques Accepted.

Undergrad Summaries due. Discussion Leadership Begins (Leader TBD).

Required Readings:

- Harper, Janice. "Breathless in Houston: a political ecology of health approach to understanding environmental health concerns." *Medical Anthropology* 23.4 (2004): 295-326.
- Adger, W. Neil, et al. "Advancing a political ecology of global environmental discourses." *Development and change* 32.4 (2001): 681-715.
- Richmond, Chantelle, et al. "The political ecology of health: perceptions of environment, economy, health and well-being among 'Namgis First Nation.'" *Health & place* 11.4 (2005): 349-365.
- Nichols, Carly E. "Shifting production/shifting consumption: A political ecology of health perceptions in Kumaon, India." *Geoforum* 64(2015) 182-191.
- (OU) Escobar, A. 2001. "Culture sits in places: reflections on globalism and subaltern strategies of localization." *Political Geography* 20:139–174.

Recommended Readings:

Robbins, Paul. "Obstacles to a First World political ecology? Looking near without looking up." *Environment and planning A* 34.8 (2002): 1509-1513.

### **FEB 7 Week 3- Global Warming, Climate Change, and Health**

Assignments Due:

Media Engagement Critiques/Methods and Analysis Critiques Accepted. Undergrad Summaries due. Discussion Leadership Begins (Leader TBD).

Required Readings:

- (OU) Barnes, Jessica, et al. "Contribution of anthropology to the study of climate change." *Nature Climate Change* 3.6 (2013): 541-544.
- Hastrup, Kirsten. "Anthropological contributions to the study of climate: past, present, future." *Wiley Interdisciplinary Reviews: Climate Change* 4.4 (2013): 269-281.
- Roncoli, Carla, Todd Crane, and Ben Orlove. "Fielding climate change in cultural anthropology." *Anthropology and climate change: From encounters to actions* (2009): 87-115.
- Singer, Merrill. "Transcending 'Ordinary Times Rules' in Environmental Health: The Critical Challenge for Medical Anthropology." *Medical anthropology* 33.5 (2014): 367-372.
- Hofmeijer, I., et al. "Community vulnerability to the health effects of climate change among indigenous populations in the Peruvian Amazon: a case study from Panaiillo and Nuevo Progreso." *Mitigation and Adaptation Strategies for Global Change* 18.7 (2013): 957-978.

*Recommended Readings:*

Caminade, Cyril, et al. "Impact of climate change on global malaria distribution." *Proceedings of the National Academy of Sciences* 111.9 (2014): 3286-3291.

Crona, Beatrice, et al. "Perceptions of climate change: linking local and global perceptions through a cultural knowledge approach." *Climatic change* 119.2 (2013): 519-531.

Whittington, Jerome. "What Does Climate Change Demand of Anthropology?." *PoLAR: Political and Legal Anthropology Review* 39.1 (2016): 7-15.

### **FEB 14 Week 4- Air Pollution**

Assignments Due:

Media Engagement Critiques/Methods and Analysis Critiques Accepted. Undergrad Summaries due. Discussion Leadership (Leader TBD).

Required Readings:

- Singer, Merrill. "Respiratory health and ecosyndemics in a time of global warming." *Health Sociology Review* 22.1 (2013): 98-111.
- (OU) Pope 3rd, C. A. "Epidemiology of fine particulate air pollution and human health: biologic mechanisms and who's at risk?." *Environmental health perspectives* 108.Suppl 4 (2000): 713.
- Cushing, Lara, et al. "The haves, the have-nots, and the health of everyone: the relationship between social inequality and environmental quality." *Public Health* 36.1 (2015): 193.
- Bruce, Nigel, Rogelio Perez-Padilla, and Rachel Albalak. "Indoor air pollution in developing countries: a major environmental and public health challenge." *Bulletin of the World Health Organization* 78.9 (2000): 1078-1092.

- Little, Peter. "Vapor Intrusion: The political ecology of an emerging environmental health concern." *Human Organization* 72.2 (2013): 121-131.

**FEB 21 Week 5: Water, Agriculture, and Introducing the FEW Nexus**

Assignments Due:

Media Engagement Critiques/Methods And Analysis Critiques Accepted. Undergrad Summaries due. Discussion Leadership (Leader TBD).

Required Readings:

- Eichelberger, Laura. "Sustainability and the politics of calculation: technologies of "safe water," subject-making, and domination." *Journal of Political Ecology* 19.11 (2012): 145-161.
- Orlove, Ben, and Steven C. Caton. "Water sustainability: Anthropological approaches and prospects." *Annual Review of Anthropology* 39 (2010): 401-415.
- Carse, Ashley. "Nature as infrastructure: Making and managing the Panama Canal watershed." *Social Studies of Science* (2012): 0306312712440166.
- **(OU)** Bakker, Karen. "Water: Political, biopolitical, material." *Social Studies of Science* 42.4 (2012): 616-623.
- Strang, Veronica. "Lording It over the Goddess: Water, gender, and human-environmental relations." *Journal of Feminist Studies in Religion* 30.1 (2014): 85-109.
- Wutich, Amber, and Alexandra Brewis. "Food, water, and scarcity." *Current Anthropology* 55.4 (2014): 444-468.

*Recommended:*

Hastrup, Kirsten, and Frida Hastруп, eds. *Waterworlds: Anthropology in Fluid Environments*. Vol. 3. Berghahn Books, 2015.

Strang, Veronica. *Gardening the world: Agency, identity and the ownership of water*. Berghahn Books, 2013.

Krause, Franz, and Veronica Strang. "Thinking relationships through water." *Society & Natural Resources* 29.6 (2016): 633-638.

Rosegrant, Mark W., Claudia Ringler, and Tingju Zhu. "Water for agriculture: maintaining food security under growing scarcity." *Annual review of Environment and resources* 34.1 (2009): 205.

**FEB 28 Week 6- Oil and Energy: Fracking, Cookstoves, and other Things to Burn**

Assignments Due:

Media Engagement Critiques/Methods And Analysis Critiques Accepted. Undergrad Summaries due. Discussion Leadership (Leader TBD).

Guest Introduction: Dr. Kirk Jalbert

Required Readings:

- Singer, Merrill. "Down cancer alley: the lived experience of health and environmental suffering in Louisiana's Chemical Corridor." *Medical anthropology quarterly* 25.2 (2011): 141-163.
- Willow, Anna, and Sara Wylie. "Politics, ecology, and the new anthropology of energy: exploring the emerging frontiers of hydraulic fracking." *Journal of Political Ecology* 21.12 (2014): 222-236.

- Sangaramoorthy et al. "Place-based Perceptions of the Impacts of Fracking along the Marcellus Shale." *Social Science & Medicine* 151 (2016): 27.
- Kinchy, Abby, Sarah Parks, and Kirk Jalbert. "Fractured knowledge: Mapping the gaps in public and private water monitoring efforts in areas affected by shale gas development." *Environment and Planning C: Government and Policy* (2015): 0263774X15614684.
- Wang, Yiting, and Robert Bailis. "The revolution from the kitchen: Social processes of the removal of traditional cookstoves in Himachal Pradesh, India." *Energy for Sustainable Development* 27 (2015): 127-136.
- (OU) Bell, Shannon Elizabeth. "Bridging Activism and the Academy: Exposing Environmental Injustices Through the Feminist Ethnographic Method of Photovoice." *Human Ecology Review* 21.1 (2015): 27.

*Recommended Readings:*

Fiske, Shirley J., and Jeanne Simonelli. "Extraction, Action, and Engaged Anthropology: What in the World is Going On?." *Practicing Anthropology* 38.3 (2016): 3-12.

Bebbington, Denise and Anthony Bebbington 2010 "Extraction, Territory, and Inequalities: Gas in the Bolivian Chaco" *Canadian Journal of Development Studies* 30(1-2): 259-280

**MARCH 7 Week 7- Waste**

Assignments Due:

Media Engagement Critiques/Methods And Analysis Critiques Accepted. Undergrad Summaries due. Discussion Leadership (Leader TBD).

Required Readings:

- Liboiron, Max. "Tactics of waste, dirt and discard in the Occupy movement." *Social Movement Studies* 11.3-4 (2012): 393-401.
- Cassady, Joslyn. "A tundra of sickness: the uneasy relationship between toxic waste, TEK, and cultural survival." *Arctic anthropology* 44.1 (2007): 87-97.
- Stoffle, Richard W., et al. "Risk Perception Mapping: Using Ethnography to Define the Locally Affected Population for a Low-Level Radioactive Waste Storage Facility in Michigan." *American Anthropologist* 93.3 (1991): 611-635.
- Henig, David. "Iron in the soil: Living with military waste in Bosnia-Herzegovina." *Anthropology Today* 28.1 (2012): 21-23.
- (OU) Chalfin, Brenda. "Public things, excremental politics, and the infrastructure of bare life in Ghana's city of Tema." *American Ethnologist* 41.1 (2014): 92-109.

*Recommended Readings:*

Thieme, Tatiana. "Youth, waste and work in Mathare: whose business and whose politics?." *Environment and Urbanization* 22.2 (2010): 333-352.

**[MARCH 14 Week 8 - NO CLASS Spring Break]**

**MARCH 21 Week 9 - Bhopal as a lens for Exposure Science (Case Study)**

Assignments Due:

Media Engagement Critiques/Methods And Analysis Critiques Accepted. Undergrad Summaries due. Discussion Leadership (Leader TBD).



**Required Readings:**

- Fortun, Kim, and Mike Fortun. "Scientific imaginaries and ethical plateaus in contemporary US toxicology." *American Anthropologist* 107.1 (2005): 43-54.
- Hanna, Bridget. "'Just like Any Other City': The De-Gasification of the Bhopal 'Gas Relief' System." *Social Justice* 41.1/2 (2015): 38.
- Khare, R. S. "The Bhopal industrial accident: anthropological and civic issues." *Anthropology Today* 3.4 (1987): 4-6.
- Senier, Laura, et al. "The socio-exposome: advancing exposure science and environmental justice in a postgenomic era." *Environmental Sociology* (2016): 1-15.

*Recommended Readings:*

Morehouse, Ward, Bridget Hanna, and Satinath Sarangi. *The Bhopal reader: remembering twenty years of World's worst industrial disaster*. Other India Press, 2005.

Fortun, Kim: *Advocacy After Bhopal: Environmentalism, Disaster, New Global Orders*. University of Chicago Press.

Fortun, Kim. "From Latour to late industrialism." *HAU: Journal of Ethnographic Theory* 4.1 (2014): 309-329.

**MARCH 28 Week 10- Feminist Approaches and Gendered Topics in Environmental Health**

**Assignments Due:**

Media Engagement Critiques/Methods And Analysis Critiques Accepted. Undergrad Summaries due. Discussion Leadership (Leader TBD).

**Required Readings:**

- Mansfield, Becky. "Environmental health as biosecurity: "Seafood choices," risk, and the pregnant woman as threshold." *Annals of the Association of American Geographers* 102.5 (2012): 969-976.
- Saxton, Dvera I., et al. "Environmental health and justice and the right to research: institutional review board denials of community-based chemical biomonitoring of breast milk." *Environmental Health* 14.1 (2015): 1.
- Langston, Nancy. *Toxic bodies: Hormone disruptors and the legacy of DES*. Yale University Press, 2010.

*Recommended Readings:*

Anglin, Mary K. "Ecosocial and Environmental Justice Perspectives on Breast Cancer." *A Companion to the Anthropology of Environmental Health* (2016): 19-43.

Cohn, Barbara A., et al. "DDT and breast cancer in young women: new data on the significance of age at exposure." *Environmental Health Perspectives* (2007): 1406-1414.

**APRIL 4 Week 11- Indigeneity, the Politics of Knowledge, and Environmental Health**

**Assignments Due:**

Media Engagement Critiques/Methods And Analysis Critiques Accepted. Undergrad Summaries due. Discussion Leadership (Leader TBD).

**Required Readings:**

- Valeggia, Claudia R., and J. Josh Snodgrass. "Health of indigenous peoples." *Annual Review of Anthropology* 44 (2015): 117-135.

- Grisaffi, Thomas, and Kathryn Ledebur. "Citizenship or Repression? Coca, Eradication and Development in the Andes." *Stability: International Journal of Security and Development* 5.1 (2016).
- Lynn, Kathy, et al. "The impacts of climate change on tribal traditional foods." *Climatic Change* 120.3 (2013): 545-556.
- Durckalec, Agata, Chris Furgal, Mark Skinner, and Tom Sheldon. "Climate change influences on environment as a determinant of indigenous health: Relationships to place, sea ice, and health in an Inuit community." *Social Science & Medicine* 136-137 (2015):17-26.

Recommended:

Russo, Matthew G. "The Coca Plant and Bolivian Identity." *International ResearchScope Journal* 2.1 (2015): 3.

Bicker, Alan, and P Sillitoe. 2004. *Investigating Local Knowledge: New Directions, New Approaches*. Ashgate.

Toledo, V.M. 2002. *Ethnoecology: A Conceptual Framework for the Study of the Indigenous Knowledge of Nature*. In J. Stepp, F. Wyndham and R. Zarger (eds.) *Ethnobiology and biocultural diversity*. Athens: University of Georgia Press. Pp.511-522.

Schwartzman, S., and B. Zimmerman. 2005. "Conservation Alliances with Indigenous Peoples of the Amazon." *Conservation Biology* 19(3): 721-727.

Alter, Joseph Stewart, and Chandrashekar Sharma. "Nature cure treatment in the context of India's epidemiological transition." *Journal of Integrative Medicine* 14.4 (2016): 245-254.

**APRIL 11 Week 12—NO CLASS, work on citizen science projects (and don't forget about your semester-long project! Visit the writing center.)**

**APRIL 18 Week 13- Citizen Science, Activism, and Communicating Environmental Health**

Assignments:

Citizen Science Review Due. Undergrad Summaries due. Discussion Leadership (Leader TBD).

Required Readings:

- Wylie, Sara Ann and Kirk Jalbert. "Institutions for civic technoscience: How critical making is transforming environmental research." *The Information Society* 30.2 (2014): 116-126.
- Liboiron, Max, et al. "Low plastic ingestion rate in Atlantic Cod (*Gadus morhua*) from Newfoundland destined for human consumption collected through citizen science methods." *Marine Pollution Bulletin* (2016).
- Checker, Melissa. "Stop FEMA Now: Social media, activism and the sacrificed citizen." *Geoforum* (2016).
- Landrigan, Philip J., et al. "The NIEHS superfund research program: 25 years of translational research for public health." *Environmental health perspectives* 123.10 (2015): 909.

**APRIL 25 Week 14: Peer Workshop**

Assignments Due:

Bring your final project in for peer review (as close to finalized as possible). Full class will be

workshop-based. Giving relevant critique and feedback to your peers is an extremely important part of being an effective scholar, as is the ability to take constructive criticism and incorporate it into your work.

\*Note, for undergraduates, this is a formal assignment. They will need to turn in all feedback given on their papers and show, with tracked changes, the ways that they change their papers post-feedback.

*Overarching question: What makes great scholarship in Environment, Health, and Society?*

### **MAY 2 Week 15: Roundtable Presentations**

Assignments Due:

Roundtable on final Projects (5 minute introduction into your work followed by wider discussion) – panels to be developed once projects are chosen. Expected back-to-back panels lasting the entire course period. You may utilize the discussion from this roundtable to further develop/edit your final project.

### **[FINAL EXAM WEEK] Week 16: Final Project Submission**

Assignments Due:

Final, fully-edited projects due via email by final exam date. No in-class meeting.

*End of Course—have a great break!*

### **Course Policies**

Policy for late, makeup, or missed work: Assignments will be marked down 25% for each day that they are late (0.01-24 hrs late = 75% credit, 24.01-48 hrs late= 50% credit, 48.01-72 hrs late = 25% credit). Any assignment more than 72 hrs late will not be graded. Makeup work will be given at the discretion of the instructor. Missed work cannot be made up without documented illness or other emergency.

Incomplete Grades: Incomplete grades may be given at the discretion of the instructor. This is only possible if the student negotiates an incomplete grade before the last day of class. Incompletes will not be given if they are sought after the last day of class. If an in-complete grade is given all work must be completed by the first day of the following semester.

Notice of Non-permission to Sell Notes/Tapes of Class Lectures: You are expressly not permitted to sell notes or tapes of class lectures.

Lecture Notes: It is your responsibility to take notes during class. Notes will not be provided by the instructor. PowerPoint presentations used in class will not be provided on Canvas. If you miss a class, you are responsible for getting notes from your classmates. After getting notes from others if you still have questions you may make an appointment with me to cover missed material, but it is ultimately your responsibility to gain the information you missed. Please feel free to share notes with one another.

Disability Accommodations: Students needing academic accommodations for a disability must first register with Disability Accommodations & Success Strategies (DASS). Students can call 214-768-1470 or visit <http://www.smu.edu/Provost/ALEC/DASS> to begin the process. Once registered, students should then schedule an appointment with the professor as early in the semester as possible, present a DASS Accommodation Letter, and make appropriate

arrangements. Please note that accommodations are not retroactive and require advance notice to implement.

Southern Methodist University Code on Academic Integrity:

Cheating, plagiarism, academic sabotage, fabrication, and facilitating academic dishonesty are violations of the SMU Honor Code

([http://smu.edu/studentlife/studenthandbook/PCL\\_05\\_HC.asp](http://smu.edu/studentlife/studenthandbook/PCL_05_HC.asp)) and will not be tolerated. Any detected case of plagiarism or of cheating on any assignment or exam will result in a score of zero for that grade category, and will automatically result in the submission of a Faculty Disposition form to the Honor Council. The instructor may utilize plagiarism detection software through Canvas and request students submit their assignments through that software.

Attendance: As per university policy, attendance exceptions may be made for the following reasons *if the student provides sufficient notice to the instructor in advance*.

\* Religious Observance: Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence (See University Policy No. 1.9).

\* Excused Absences for University Extracurricular Activities: Students participating in an officially sanctioned, scheduled University extracurricular activity should be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up the work (University Undergraduate Catalogue). However, because all assignment submission is via Canvas, excused absences *do not excuse late submission of assignments*.

Policy on Computer and Tablet Use: A student may only use a personal computer or tablet in class with the permission of the professor for class exercises and/or with written documentation from Disability Accommodation & Success Strategies that indicates it is needed to meet a specific accommodation. Students who are authorized to use their computers full time are asked to sit in a location chosen by the professor.

“Campus Carry”: In accordance with Texas Senate Bill 11, also known as the “campus carry” law, following consultation with entire University community SMU determined to remain a weapons-free campus. Specifically, SMU prohibits possession of weapons (either openly or in a concealed manner) on campus. For more information, please see: [http://www.smu.edu/BusinessFinance/Police/Weapons\\_Policy](http://www.smu.edu/BusinessFinance/Police/Weapons_Policy).”

Assignment Format: All assignments should be submitted using 12 point font. All assignments should be double-spaced. Margins should be at least one inch. Please include your name, the last four digits of your U#, the name of the assignment, and the date at the top left. Always include page numbers. Use Chicago formatting. Most assignments will be submitted electronically. All assignments should include a word count at the top of the page.

Email etiquette: Do not expect the instructor to email responses to student questions outside of the work week or day (M-F 9-5). Please leave at least 48 hours for a response via email from the instructor (exception: see above for questions regarding graded tasks, which should be emailed at least 1 week ahead). If after 48 hours (occurring during the work week) you have not yet

heard back, please feel free to send follow-up email as your request may have been missed. Friendly reminder--please include a subject heading, a salutation, and a signature in your email.

Changes to Syllabus: I reserve the right to change, add to, or edit the syllabus as needed.

**Tips for doing well in this course:**

1. Come to every class.
2. Participate in class discussions.
3. Do the readings, and take notes on the readings.
4. Make use of interactions with your fellow students. I want this to be a collaborative learning environment—discussion, knowledge sharing, peer review, study groups, and other cooperation is encouraged.
5. Ask questions.
6. Come by my office hours. I hope to see all of you at least once this semester.