Sex, Drugs and Vodou Spirits

ECFS | Fall 2011 | 2:30-3:45 T/Th | 401 Emerson Hall

Course Instructors:

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Email</th>
<th>Discipline</th>
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<tbody>
<tr>
<td>Whitney Peoples</td>
<td><a href="mailto:whitney.peoples@gmail.com">whitney.peoples@gmail.com</a></td>
<td>Women’s Studies</td>
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<tr>
<td>Bonnie Fullard</td>
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<td>Anthropology</td>
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<td>Kate Stokes</td>
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<tr>
<td>Andrei Popa</td>
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<td>Psychology</td>
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<td>Neil Anthony</td>
<td><a href="mailto:nantho2@emory.edu">nantho2@emory.edu</a></td>
<td>Biophysics</td>
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Office Hours: Please contact any of the instructors to schedule an appointment.

Course Description

This course is divided into five 2-week modules, taught by instructors from five difference disciplines. Each instructor will detail their specific discipline and how it fits into the scientific method. We will discuss the process of formulating research questions and designing a project to answer those questions from the point of view of different fields of study. This will support students in designing and carrying out a major research project as a group throughout the semester. Each group will have a mentor, but all instructors are available for support throughout the semester.

Each instructor will present information on their field as well as their original research. We examine these topics as a basis for conducting research to answer our questions as well as yours! The course will include reading, discussions, field trips, and demonstrations. Specific steps of the research process will be emphasized by the teacher-scholars.

Module Assignments and Grades

The syllabus below outlines the readings and assignments for each module. You will be responsible for all of the assignments and readings of the course and will earn a grade from each of the instructors based on their module.

Assignments

As mentioned, each instructor will not only present his/her research but will also emphasize a particular element of the research process. This is to help guide you in each of your assignments as well as assist your group in constructing the final project. Along with individual assignments and readings, each module will have a group assignment that will focus on the aspect of the research process that the instructor is emphasizing. These assignments will serve as particular sections of your group’s final project. Each assignment will be graded by your group’s mentor.
**Blackboard**

You will be automatically added to the course in Blackboard (ECFS 190). We will be using this site for course administration, distributing readings, grading, submitting assignments, and for you to post discussion questions to the instructors and the rest of the class. A blog will be used to interact amongst yourselves and the module teacher-scholars, and can be found through the Blackboard course page.

**Late Assignments**

In fairness to all the students in the class, we expect that you turn in all assignments when they are due; therefore, assignments that are turned in after the class period in which they are due will have 25 percent deducted from them for each 24-hour period they are late. Instructors will not accept papers or projects that are turned in after the conclusion of the module in which the paper or project was assigned.

**Final Project**

The Final Project will consist of an elaboration on each of your group’s assignments into one collaborative work with your group members.

The Final Project will consist of two parts:

- A 10-15 page paper, based on the group assignments
- A 15 min. presentation that should incorporate:
  - An overview of your project aims and findings
  - A creative interpretation and exposition of your project’s conclusions

The final report will be accumulated in multiple steps:

- Group Assignment 1: Formulating Research Questions & Hypotheses (Sep 12)
- Group Assignment 2: List of Annotated Sources (Sep 21)
- Group Assignment 3: Methods of Data Collection Overview (Sep 27)
- Group Assignment 4: Methods of Data Collection (Oct 18)
- Group Assignment 5: Mid-term Presentation (Oct 27)
- Group Assignment 6: Data Analysis (Nov 17)
- Group Assignment 7: Final Report Draft (Nov 29)
- Group Assignment 8: Final Report Due (Dec 6)

An outline with detailed instructions regarding the final project will be distributed during the semester to provide you with ample direction (and time) to complete the assignment.

**Grading**

Grading for the course will be as follows:
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<th>Component</th>
<th>Weight</th>
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<td>Final project</td>
<td>40%</td>
<td>There will be two main components to your final project: a written paper, and an oral presentation. Throughout the semester, you will turn in assignments which will help you complete the final project. Final paper: 25% (Dec 6) Final presentation: 15% (Dec 13)</td>
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| Group Work               | 30%    | Each group assignment will be worth 5% of your grade and will be graded by your group mentor.  
  ■ GA 1: Formulating Research Questions & Hypotheses (Sep 12)  
  ■ GA 2: List of Annotated Sources (Sep 21)  
  ■ GA 3: Methods of Data Collection Overview (Sep 27)  
  ■ GA 4: Methods of Data Collection (Oct 18)  
  ■ GA 5: Mid-term Presentation (Oct 27)  
  ■ GA 6: Data Analysis (Nov 17) |
| Module Homework          | 20%    | Homework grades will be divided among the individual assignments within each module. Each module will account for 4% of the overall grade. |
| Participation            | 10%    | You are expected to attend all class sessions, participate in discussions and activities, visit the Writing Center and contribute to the Blackboard blog. |

Final grades are given as:

- **A** = ≥ 93%
- **A-** = 90 - 92%
- **B+** = 87 - 89%
- **B** = 83 - 86%
- **B-** = 80 - 82%
- **C** = 73 - 76%
- **C-** = 70 - 72%
- **D+** = 67 - 69%
- **D** = 60 - 66%
- **F** = < 60%

**Final Proposal Support**

*Teacher-Scholar Mentor*
At the beginning of the semester, each group will be assigned one of the five teacher-scholars to offer support throughout the semester, this mentor will serve as an expert within the particular area. Your mentor will answer any questions that group members have about the course and help develop the group’s final project. The teacher-scholar mentor will meet frequently with the group to get to know each student as well as offer assistance throughout the semester in developing the final project. You are free to consult with other teacher-scholars in the course if you would like.

**Emory Writing Center**

Sometimes it can be very difficult to take a great idea and put it onto paper. Even with a lot of training in our own disciplines, sometimes the hardest part of developing a research proposal can be writing it all down in a clear and concise way that others can easily understand. Your mentors can help you overcome some of these challenges; however, you may also benefit from outside help to improve your overall writing skills. Emory University offers a writing center for all undergraduate students. This is an excellent service that helps strengthen the grammatical and mechanical aspects of any written work (from class assignments to applications for graduate school). Therefore, we REQUIRE you to visit the Emory Writing Center AT LEAST ONCE so that the specialists there can also help you write a clearly written proposal. Failure to do so will be reflected in your participation grade. To schedule an appointment, you can either go to the Writing Center, located in 212 Callaway North, 537 Kilgo Circle, or call (404) 727-6451. It is imperative that you visit the writing center early in the course, as it will become more difficult to get an appointment the closer it gets to finals. Prior to the last week of class, you will be required to turn in the receipt from the writing center to one of the module teachers. For more details visit [http://writingcenter.emory.edu/](http://writingcenter.emory.edu/)

**Classroom Conduct**

One of our biggest goals this semester is to create an environment where everyone’s ideas and opinions are valued and where we can learn a lot from each other; therefore, when people speak they should feel respected by everyone in the class. So, please do not talk over other students or instructors and practice being an active listener by devoting your attention to the class material, lectures, and discussions. In addition, all students will be required to stand on one leg for a brief period of time every second Tuesday. Students are free to switch legs from week to week, or concentrate on one leg for enhanced asymmetric strength training purposes.

**Participation**

This is a discussion-based course, and your active participation is essential to its success. Please be on time. Since this is a small seminar course, coming to class late can cause disruptions for everyone. Therefore, lateness will influence the participation portion of your grade for the course.

In this course we will engage some very challenging material that will be difficult to grasp if you miss class lectures and discussions. Your attendance is essential to your success in this course. Therefore, you must come to regularly scheduled class periods and your attendance will impact your final grade. You are allowed 2 missed classes. All students who miss 3 or more classes will lose 2 percentage points off their final grade for each class session they miss beginning with the 3rd absence.
**Cellular Phones and Tardiness**

Please silence all cell phones before class begins. And please be on time for class. Any person who has an electronic device that sounds an alert during class or comes in late to class will have the following options: 1) 1% will be deducted from the person’s participation grade, or 2) the person will bring a gift of her/his creation to share with everyone during the following class period. This gift of restitution can range from a poetic or musical composition to your favorite snack for everyone in the class. Please refrain from using computers and cell phones as a means of distracting yourself (and those around you) from the class lectures, activities, or discussions. This includes checking/returning email, text messaging, surfing the web, or playing computer games. We can tell when you are doing other stuff, even if we do not mention it to you in class, and we will take this into consideration when calculating your participation grade for the course.

**Academic Honesty**

When you submit work, you are responsible for documenting any incorporation of another writer’s words, thoughts, and/or ideas. This means that you must always document all sources with formal references and complete citations. Failure to follow these guidelines is a violation of the Emory University Honor Code and will result in disciplinary action. If you are not already familiar with what constitutes academic dishonesty, please consult the Honor Code online [http://college.emory.edu/home/academic/policy/honor_code.html](http://college.emory.edu/home/academic/policy/honor_code.html)

**Questions & Concerns**

We do not assume that you have a background in our individual fields. However, sometimes we may unintentionally use unfamiliar jargon. If you catch us talking about something that we did not define well or explain sufficiently, then please raise your hand and ask us to slow down or to clarify what we said. We would much rather repeat or restate something than have anyone in the class lost or confused. Should questions, comments, or concerns about the course or our areas of research in general arise, do not hesitate to let us know. Our contact information is listed above. Keep in mind that we may not check our email immediately after you email us and that we may not be able to schedule individual appointments without some notice; therefore, make sure that you ask questions and/or for clarification well in advance of an upcoming deadline. Also, remember that other students in the class may have questions similar to yours; feel free to ask about class content, scheduling, or assignments during class times. Before emailing us, be sure to check the blog/discussion board to see whether we have already answered your question if it was asked by another student. If your question has not been previously posted on the blog, you should consider posting it to aid discussion and group cohesion.

**Students with Disabilities or Special Needs**

Emory University complies with the regulations of the Americans with Disabilities Act of 1990 and offers accommodations to students with disabilities. If you are in need of a classroom accommodation, please make an appointment with an instructor to discuss this as soon as possible. All information will be shared only with the other instructors and will be held in the strictest confidence. Please remember that for the purposes of assignment accommodations, University policy requires that you register with the Office of Disability Services (404-727-9877), or visit [http://www.ods.emory.edu/](http://www.ods.emory.edu/). You must provide paperwork to us by the end of the second full week of class (Sep 8).