

# INTERDIS 1015G - INTERDISCIPLINARY PERSPECTIVES

The Hunger Games  
Syllabus 1.0  
(Subject to Change Without Notice)

## Please Note

At this time this syllabus is a tentative schedule of events and timings. Changes will inevitably occur between October and January. Your understanding is appreciated.

## Overview

This course will introduce students to the principles and techniques of successful research as well as professional writing. This year this course will look at many issues surrounding the food. We will study how various disciplines — history, economics, sociology, for example — have studied how food, access to food and the consequences of controversial food policies have affected the world.

One focus throughout will be on the types of writing skills that are central to academic success, through consultation with the instructor and with peers, and through a great deal of [practice](#), students will develop various writing techniques.

A critical issue making writing effective is the skilful use of information. Successful research is not merely collecting facts; it is much more the skilful design of research project, a discriminating and knowledgeable evaluation of available information and the self-aware linkage of research findings into larger theories of explanation. We will incorporate each of these skills into a final research essay. We will discuss the strategies of effective writers and learn to recog-

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Winter 2017 BR-19  
Mondays 1630–1720H: Wednesdays 1530–1720H

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Please do not use owl to e-mail me. owl is reserved for my use to address the entire class. Messages sent by owl will not be answered.

## Materials

The course texts have not been determined. It is very likely that a text much like the one below will be mandatory.

Faigley, Lester, Roger Graves, and Heather Graves. *The Brief Penguin Handbook*, 3<sup>rd</sup> Cdn. ed. (with My Canadian Comp Lab) Toronto: Pearson, 2011. Additional readings will be posted online.

Other reading assignments, as identified and assigned during the course, will be provided on-line.

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## Milestones

January 13, 2017  
Last day to add a second-term half course

March 7, 2017

Last day to drop a second-term half course, or a second-term full course without academic penalty.

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## Notice

**If necessary, this syllabus may be amended at the instructor's discretion after appropriate notice and discussion.**

**Any extension of assignment deadlines, provision for make-up assignments or any other exception to the policies described in this syllabus requested for reasons not explicitly addressed by university policy will be made only at the instructor's discretion.**

nize the elements of clear, focused, and organized writing. To be clear, these will also serve as the foundation for successful writing and argumentation after graduation.

## Goals

By the end of the course, you will be expected to:

- Write clearly and concisely in a variety of styles
- Understand the principles that underlie various academic disciplines
- Use various research resources in pursuit of answering specific research questions
- Present your research findings in a professional, persuasive manner

## Requirements

Classes will be held as scheduled unless I or the college notify you directly. Classroom attendance and participation are essential for success in the course. Students are expected to read assigned material before class and to come prepared to participate in classroom activities. The course texts should be brought to every class.

All assignments must be submitted on time during scheduled class hours. It is essential to communicate directly with your professor if you experience any challenges attending class or completing work.

**Please note:** late assignments will be penalized 3% *per day*. Hard copies of the assignments are due **at the end of class**. Assignments handed in after class will be considered late. You can, however, post your assignment to OWL after class, provided you do so the **same day** that it is due. Assignments that are handed in more than one week after the due date **will not be accepted** without documentation from an academic advisor.

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## General criteria for writing

There are several factors by which any essay answer or analytical work is assessed by a reader. These are:

Essay Structure (thesis, paragraph usage etc.)

Essay Mechanics (word usage, grammar, etc.)

Recognizes Complexities and Contradictions

Frequent Reference to the Question

Proper Citations

Combines/Juxtaposes Evidence



## Evaluation

Course Component	Weight	Due Date	Length
<b>RESEARCH DESIGN (40%)</b>			
Literature Search	10%	January 25	750–900 words
Annotated Bibliography	5%	February 15	500–750 words
Annotated Bibliography UPDATE	10%	March 6	500–750 words
Research Proposal	15%	February 24	500–750 words
<b>IN-CLASS WORK (20%)</b>			
Peer Editing Work (two sessions)	10% (2 x 5%)	March 15 AND March 29	Various
Responses to readings (two in total)	10% (2 x 5%)	March 8 AND March 20	Informal notes, observations, and questions, no more than one page in length
<b>RESEARCH ESSAY (40%)</b>			
Research Essay: Draft one	-5% if not submitted	March 15	2000–2500 words (excluding the works cited)
Research Essay: Draft two		March 29	
Research Essay: Final	40%	April 5	Substantive revision and edit

## Techniques to use in each assignment

### Expectations

Success in this course requires a great deal of thoughtful dedication. Good writing rarely emerges from the author's thoughts without patience and tremendous effort. In order to develop your skills, you will be expected to draft and to redraft your work. You must plan to attend **ALL** of our classes. Tests and assignment schedules can be altered **ONLY** when a student has met with an academic advisor and can provide the appropriate documentation for academic accommodation.

### The Annotated Bibliography

The annotated bibliography assignment is in support of your final research paper. As such, you are looking for two scholarly books and articles that address your topic, either directly or indirectly. You do not need to provide an introductory or concluding paragraph for this assignment. It will consist instead of four brief paragraphs that describe and evaluate the source in question. Each paragraph is preceded by a works cited entry in either APA or MLA format. The entries that address your books may be slightly longer than those that address your articles, but approximately 150 words for each paragraph should be sufficient. There are no extra marks for writing more than this; in fact, brevity is a part of the challenge. It is essential that you format the APA or MLA entries properly. Feel free to consult these websites for more information:

<http://www.lib.uwo.ca/tutorials/annotatedbibliographies>

<http://olinuris.library.cornell.edu/ref/research/skill28.htm>

### The Essay Proposal

An effective essay proposal lays the groundwork for your research and your writing. This document identifies the subject of your paper, provides some sense of what is already known about the topic, and establishes a preliminary argument that you can later refine. It does involve some research (essay proposals typically cite at least one secondary source, sometimes two). A template will be provided to help you complete this assignment.

### Reading Responses

In addition to the assigned readings from *The Brief Penguin Handbook*, we will also read a selection of creative non-fiction for this course. I ask that you make a few informal notes and observations as you work through these; you can also use this space to ask questions, or to jot down favourite images or lines. The point of these responses is to develop active reading skills and to ensure that you are getting the most out of the readings. Each entry should be hand-written and no more a page in length (double-spaced). When I review your entries, I am looking for clear signs of engagement and some indication that you have read the material carefully. You are required to respond to the TWO selections posted.

## Research Paper

Your opportunity to be creative starts here. Your first job is to choose a general topic and begin to narrow it down. You may choose any topic of interest to you, subject to my approval for viability and resources. Your research essay must be 2000–2500 words in length, not including the works cited. Much of the work that you will do in this course will be related to this essay, so be sure to choose a topic that holds your interest.

First draft:	Due <b>Week Nine</b>
Second draft:	Due <b>Week Eleven</b>
Final draft:	Due <b>Thirteen</b>

You **MUST** include the following sources as part of your research:

- At least two book-length monographs
- At least three articles from academic journals/ periodicals

If you choose not to bring a first draft on the date assigned, you will lose 5% of your final grade; failure to bring completed drafts will also prevent you from participating in the peer review exercise.

Each draft of your research essay must include a complete bibliography that complies with the citation style that is acceptable to your home faculty, which may be either MLA or APA. (There are brief style guides available in *A Canadian Writer's Reference*.)

Refer to the rubric at the back of the syllabus to see how your research essays will be evaluated.

***Please keep an electronic copy of each draft of your essay until you have received your final grade.***

## Peer Editing and Workshops

Good writers must also be good editors. To practice our editing skills, we will on occasion be collaborating on developing elements of our writing. This will happen in pairs and in small groups. Because you will be relying on each other a great deal, regular attendance and punctuality are essential. It is also very important that you bring the required work with you to class.

## Civility Statement

Together as a class, we agree to encourage each other to participate during discussion by listening to all contributions without judgement and without interruption. ***Any cell phones in the class should always be turned off.*** We agree that students may use computers to work on course assignment only (as long as they do so quietly

and respectfully) and that we may eat and drink during class. Above all, we agree to treat each other with respect.

### Office Hours

I have scheduled two office hours per week, and I welcome you to stop by. Office hours can be a great place to discuss various aspects of the course: if you find you are particularly excited about a certain assignment, I can recommend directions for further reading, and if you are frustrated with a particular topic, I can listen and offer assistance. If my scheduled hours do not work for you, you are welcome to make an appointment. *If you are in trouble in the course, come and see me about it. Little problems that are readily resolved at first soon grow to be insurmountable difficulties.*

### Email Policy

I am happy to communicate with students through email. I respond to emails that I receive during the week within 24 hours; emails received on weekends will not receive a response until the following Monday. I ask that email be used to address specific concerns. For questions that require a detailed response, please come to my office hours. Please note: *I do not release grades over email.*



## Schedule

Date	Topic	Please Read
<b>Week One</b> Jan. 9	Course overview; Assignments, topics, and resources Theories of Food in History	Course outline Research essay topics Think as a Writer, <i>The Brief Penguin Handbook</i> , 1-6
<b>Week Two</b> Jan. 16	<b>Overview of research cycle</b> 10:30-11:20. Introduction to the research cycle, resource types.	<b>Please have a research topic in mind</b>
<b>Week Three</b> Jan. 23	Theories of Food in Politics <b>Research strategies</b> Computer lab, from 9:30-11:20. Introduction to searching, including databases.	<i>The Brief Penguin Handbook</i> : Read and View with a Critical Eye, 47-56 <b>Literature Search Due</b>
<b>Week Four</b> Jan. 30	Theories of Food in Sociology <b>Reading strategies</b>	<i>The Brief Penguin Handbook</i> : Avoiding Plagiarism, 245-256; Documenting, 269-276
<b>Week Five</b> Feb. 6	Theories of Food in Economics <b>Narrowing the topic, framing the research plan</b> <b>Using the library for research</b>	<i>The Brief Penguin Handbook</i> : Shape Your Paragraphs, 21-37 <i>The Brief Penguin Handbook</i> : Grammar Basics, 433-452
<b>Week Six</b> Feb. 13	Food and Society, Case Study 1 <b>Writing strategies</b> <b>Citation Clinic</b>	<i>The Brief Penguin Handbook</i> : Write and Revise the Research Project, 257-268; Write with Power, 399-405 <b>Annotated Bibliography due</b>
<b>Week Seven</b> Feb. 20	Reading Week	

<b>Week Eight</b> Feb. 24	Food and Conflict, Case Study 1 <b>Introduction to the thesis, reading for evidence</b>	<b>Research Proposal Due</b>
<b>Week Nine</b> Mar. 6	Food and Power, Case Study 1 <b>Revising the plan</b> <b>Advanced research strategies</b>	<b>Annotated Bibliography UPDATE</b> <i>The Brief Penguin Handbook: Rewrite, Edit and Proofread, 37-46</i> <b>Reading Response One</b>
<b>Week Ten</b> Mar. 13	Food and Society, Case Study 2 <b>Narrowing the topic further, refining your research.</b> <b>Peer review workshop one</b>	<b>Research Paper: Draft One (-5% if not completed)</b>
<b>Week Eleven</b> Mar. 20	Food and Conflict, Case Study 2 <b>Argumentation: The importance of clarity; logic and persuasion; course review; stylistics</b>	<b>Reading Response Two</b>
<b>Week Twelve</b> Mar. 27	Food and Power, Case Study 2 <b>Drawing a conclusion</b> <b>Peer review workshop two</b>	<b>Research Paper: Draft Two (-5% if not completed)</b>
<b>Week Thirteen</b> Apr. 3	Food and the Future	<b>Research Paper: Final Draft</b>

# Rubric for Research Essays

	1	3	5	Your mark
<b>Mechanics</b>	Many errors in grammar and spelling.	Three errors in grammar and spelling.	Correct grammar and spelling <b>throughout</b> .	
<b>Clarity and Organization</b>	Required elements missing from the paper. Writing is unclear. No topic sentences.	All elements present in correct order. Ideas are unclear. Writing may be confusing at times. Some topic sentences may be missing.	All elements present in correct order. Topic sentences identify key points. Ideas are <i>clearly</i> stated and easy to follow.	
<b>Methodology</b>	Disconnected listing of events. Research techniques not described. No discussion of paper's thesis.	Actions are described, but little or no discussion of research techniques. Short, inadequate presentation of paper's thesis.	The actions and the research techniques used in the paper are clearly identified and justified, and the paper's thesis <b>thoroughly</b> discussed and supported.	
<b>Academic Apparatus</b>	No bibliography, no references.	Bibliography and references included, but improperly formatted or citations occasionally not provided when required.	<i>Complete</i> bibliography and references, <b>properly</b> formatted.	
<b>Evidence</b>	Supporting evidence for the author's argument not offered.	Supporting evidence identified only generally. Links between argument and supporting evidence not made <b>explicitly</b> .	Supporting evidence and connections to the argument are <b>complete</b> and related to the thesis as a whole.	
<b>Analysis (x2)</b>	Appropriateness of supporting evidence to argument is questionable.	Supporting evidence is correctly identified and used, but some important connections with the argument are omitted.	Supporting evidence is for the paper's argument used and <i>all</i> of the important connections are noted <b>precisely</b> and <b>explicitly</b> .	
<b>Total</b>				/35
				%

## Other comments:

# BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

## 1. POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation **must** be made through an Academic Advisor and include supporting documentation. Academic accommodation on medical grounds will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete her academic responsibilities. Appropriate academic accommodation will be determined by the Dean's Office in consultation with the student's instructor(s). Please note that personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are not grounds for academic accommodation.

A UWO Student Medical Certificate (SMC) is **required** if a student is seeking academic accommodation on medical grounds. This documentation should be obtained at the time of the initial consultation with the physician/nurse practitioner or walk-in clinic. A SMC can be downloaded under the Medical Documentation heading of the following website: <https://studentservices.uwo.ca/secure/index.cfm>. If it is not possible to have an SMC completed by the attending physician/nurse practitioner, the student must request documentation sufficient to demonstrate that her ability to meet academic responsibilities was seriously affected. Please note that under University Senate regulations documentation stating simply that the student "was seen for a medical reason" or "was ill" is **not** adequate to support a request for academic accommodation. All documentation is to be submitted to an Academic Advisor.

Whenever possible, requests for academic accommodation should be initiated in advance of due dates, examination dates, etc. Students must follow up with their professors and Academic Advisor in a timely manner.

The full statement of University policy regarding extensions of deadlines or makeup exams can be found at <http://www.westerncalendar.uwo.ca/2013/pg117.html>

## 2. ACADEMIC CONCERNS

If you feel that you have a medical or personal problem that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds may not be considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult an Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines (refer to the Registrar's website, [www.registrar.uwo.ca](http://www.registrar.uwo.ca), for official dates). You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. *Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.*

The Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory aca-

ademic standing throughout the year or for too frequent absence from the class or laboratory.



### 3. ABSENCES

**Short Absences:** If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

**Extended Absences:** If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate.

### 4. POLICY ON CHEATING & ACADEMIC MISCONDUCT

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Students are urged to read the section on Scholastic Offences in the Academic Calendar. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Academic Misconduct in the Western Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Student Services Centre, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

#### Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

#### Computer-marked Tests/exams:

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

### 5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal signed by the student must be sent to the Department Chair. If the response of the department is considered unsatisfactory to the student, she may then submit a signed, written appeal to the Office of the Dean. Only after receiving a final decision from the Dean may a student appeal to the Senate Review Board Academic. A Guide to Appeals is available from the Ombudsperson's Office, or you can consult an Academic Advisor. Students are advised to consult the section on Academic Rights and Responsibilities in the Western Academic Calendar.

## 6. PREREQUISITES AND ANTIREQUISITES

Unless you have either the prerequisites for a course or written special permission from your Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Similarly, you will also be deleted from a class list if you have previously taken an antirequisite course unless this has the approval of the Dean. These decisions may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course because you have taken an antirequisite course.

## 7. SUPPORT SERVICES

The Brescia University College Registrar's website, with a link to Academic Advisors, is at [http://www.brescia.uwo.ca/academics/registrar\\_services/index.html](http://www.brescia.uwo.ca/academics/registrar_services/index.html). The Western Registrar's website is at <http://www.registrar.uwo.ca/index.cfm>. The website for the Student Development Centre at Western is at <http://www.sdc.uwo.ca/>. Students who are in emotional/mental distress should refer to Mental Health @ Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

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Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.