

MORAVIAN COLLEGE

COURSE NO: LinC 101, Section F

COURSE TITLE: The Wounds of War

TERM: Fall 2014

CLASSROOM: PPHAC 116

CLASS TIME: Mondays, Wednesdays, & Fridays 10:20-11:30 A.M.

INSTRUCTOR: Kerry H. Cheever, PhD, RN
 Professor & Nursing Department Chair
 Office: Hamilton Hall 101
 Phone: 610-861-1412
 E-Mail: cheeverk@moravian.edu
 Office Hours: Mondays and Fridays, noon – 2 P.M. and by appointment (contact by email to schedule).
Please note faculty office hour conflicts on the following dates:

- *September 1 (Monday, Labor Day)*
- *October 17 (Friday)*
- *October 27 (Monday)*

Please request an appointment during alternate times if you need to see course faculty around any of these timeframes.

STUDENT ADVISOR: Danielle Keith
 Phone: 610-573-1334
 E-Mail: stdmk08@moravian.edu

TEXTBOOKS:

Required:

Ede, L. (2014). *The academic writer: A brief guide*. Boston, MA: Bedford/St. Martins.

Additional readings will be assigned and posted for review on the course Blackboard™ site.

PREREQUISITES:

None

COURSE DESCRIPTION:

Generic:

The First Year Seminar (FYS) introduces writing as a process that is central to college learning and to life. Each FYS, no matter what the topic, focuses on college-level

reading and writing so students will begin to sharpen the critical reasoning skills needed for success in any academic discipline at Moravian College. The subject area focus of each FYS section entails reading and discussing ideas and styles from various academic disciplines, but all sections are the same in their general approach: students will practice both speaking and writing and will work collaboratively in workshop settings. You learn to write by writing and reading, so your teacher will be mostly a facilitator in class, not a lecturer or test-giver.

Specific:

This course is designed to examine the human consequences of war in terms of disease, suffering, and health. Epidemiological models will be used to examine populations at-risk and epidemics that tend to occur during times of both “declared” war and “non-declared” conflicts. Advances in medical and health sciences that have occurred as a consequence of war, including advances in surgery, general medicine, and anesthesia, and the birth of critical care medicine and the discipline of modern nursing, will be examined from a historical perspective.

COURSE OBJECTIVES:

With regard to broad academic and writing skills, by the end of this course, students will:

- Demonstrate a process approach to writing
- Use writing as a way to discover new information and insights—in short, to learn.
- Demonstrate competency in writing including framing questions, posing problems, and synthesizing information to write an academic paper.
- Write effectively for a variety of audiences.
- Gather information for assignments through the use of appropriate technology and evaluate the credibility of sources needed to write an academic paper.
- Read critically and comprehensively to integrate others’ ideas with their own.

With regard to transition to college expectations, by the end of this course students will:

- Articulate an understanding of liberal education as it affects one’s life now and prepares the individual for the future.
- Practice behaviors for successful learning including effective study habits, time management, goal setting and coping skills.
- Collaborate with faculty and student advisors and engage with the College community --students, faculty and staff-- to promote the students’ success at Moravian College.

COURSE EXPECTATIONS:

Students will complete several pieces of writing, formal and informal, graded or ungraded, this semester. Expect to receive suggestions from your instructor or classmates as you develop writing assignments through multiple drafts. Individual conferences, written comments, small group workshops, the College Writing Center—all may be used to help you as you plan, draft, revise, and edit a piece of writing. At least one writing assignment will involve substantial use of Reeves Library. You will improve your information literacy as you learn to develop and investigate a research topic. By the time

you complete your FYS, you should be proficient in the following “basic competencies” of information literacy:

- Define a research need
- Formulate a research topic
- Determine an information need
- Plan and execute a search for information
- Identify key terms and concepts
- Identify the most appropriate sources of information
- Use Boolean operators and truncation where appropriate
- Impose limiters (e.g., scholarly vs. popular, date, language)
- Modify the search based on search results
- Know how and where to find the sources discovered in the search process
- Determine which sources the library owns or provides access to and retrieve them
- Request material not owned by the library on Interlibrary Loan
- Locate material faculty may have put on reserve in the library
- Understand the obligation to credit sources and be able to do so in an appropriate citation style.

TEACHING METHODS:

Seminar discussion, audiovisuals, self-reflection, peer & faculty critique

EVALUATION:

Course grades are based on the following numerical equivalencies:

A	=	93-100
A-	=	90-92.99
B+	=	87-89.99
B	=	83-86.99
B-	=	80-82.99
C+	=	77-79.99
C	=	73-76.99
C-	=	70-72.99
D+	=	67-69.99
D	=	63-69.99
D-	=	60-62.99
F	=	Below 60

Course Grades:

Participation in Classroom Activities (15%)

“Free” Writing Assignments (P/F):

Achieving excellence in writing is akin to athletic performance. In order to be a successful writer (i.e., as evidence by your ability to persuade, describe, inform, etc... your target audience), you must engage in a regular pattern of writing. Students will be given in-class time on a regular basis to write a reflective response to either a recently assigned reading, a short film clip, or some other type of stimulus. Since this is indeed

“free” writing, students will not receive grades for this work; however, they must participate and make a reasonable attempt to write as directed or they will receive an “unsatisfactory” participation grade for any given assignment, which is equivalent to a zero grade. Continued nonparticipation in the in-class writing assignments may result in penalizing the student with a failing course grade.

Peer Critique (15%):

This course is a seminar – this means that the course professor and the student advisor are the classroom facilitators. All students are expected to not only attend all classes unless excused for a verifiable illness or emergency, they are expected to come to class prepared (i.e., having read assignments) so that they may engage in meaningful discussion with their peers.

In particular, since the main focus of this class is on developing college-level writing skills, students must provide meaningful peer critique of each other’s written work. Each student will have opportunities to provide non-anonymous, written feedback to peer’s free writing assignments on a rotating basis (i.e., students may not continually provide feedback to the same one or two peer students). These critiques will be shared with the course faculty and student advisor so that they may get a sense of the consistency of each student’s ability to provide meaningful critique.

Student Affairs Sessions (and any associated assignments) (P/F):

All students are expected to participate in all Student Affairs sessions as noted in the course outline on the syllabus. Attendance will be taken, and the student advisor will be present to field any questions or concerns. There are no numerical grade/points assigned to these experiences. Poor attendance at these sessions may also result in a failing course grade, at the discretion of the course faculty.

Analytical Research Assignments (85%)

Selection of Topic:

By the fourth week of class, each student must select an appropriate topic that may be researched and that fits a *Wounds of War* focus. The selected topic must answer one of the following two groups of questions:

- How has war served to advance the field of (IDENTIFY A HEALTH DISCIPLINE, SUCH AS NURSING OR SPECIALTY IN MEDICINE, SUCH AS PLASTIC SURGERY)? How has humankind benefitted from these advancements? Do these societal benefits justify the war(s) that spurred these advancements?
- What are/were the specific detrimental effects of (IDENTIFY A SPECIFIC CONTEMPORARY OR HISTORICAL WAR OR ARMED CONFLICT) on the health of (IDENTIFY A SPECIFIC POPULATION OF PEOPLE – MAY BE AN ETHNIC GROUP OR AN AGE-RELATED POPULATION, SUCH AS CHILDREN OR WOMEN)? How could these poor health outcomes be/have been prevented?

The course faculty must approve the selected topic. She will gladly assist each student in selecting a topic. Although students may select the same topic, it will make for a richer class experience if each student selects a different topic, as students will present their main theses and supporting research/references to their peers later in the semester.

Annotated Bibliography (15%):

After students have selected their topics, they will find salient references in the Reeves library to research their topics. Each student must select and summarize five-to-six relevant original pieces of research (e.g., peer-reviewed journal article) and annotate each reference, using guidelines espoused by the American Psychological Association (APA). Each annotation should include an appropriate APA reference citation, a brief overview of its purpose, a substantive evaluation of its overall quality, and a summary of its applicability and overall relevance to the student's topic. Each annotation should be no more than 800 words. (Refer to grading rubric on course Blackboard site for additional information).

Topic Thesis (20%):

Once students have selected their topics and completed their annotated bibliographies, they will begin to start writing their analytical research papers. This will provide the general overview for the final paper. This particular paper is relatively brief (i.e., no more than two pages is devoted to the thesis, excluding the title page, annotated bibliographies, and reference page). In this paper, students will clearly identify the significance of their topics of interest and craft their thesis statements. Revised annotated bibliographies will be attached with each thesis; it will be readily apparent to the naïve reader why each selected reference may support each student's thesis. (Refer to grading rubric on course Blackboard site for additional information).

First Draft of Comprehensive Analytical Research Paper (15%):

After students have received feedback on their thesis papers, they should have the direction needed to write a full draft of an analytical research paper. The length of these papers may vary; however, in general, eight to twelve pages, excluding the title page and references, should be the approximate length. Stylistic elements for these papers should conform to those espoused by the APA; students who prefer to use a different style of writing, such as MLA or Chicago, must receive advance permission to do so by the course faculty. (Refer to grading rubric on course Blackboard site for additional information).

Class Presentation on Research Topic (15%):

Each student will prepare a formal presentation of their research topic, following the format of their paper. They will each be given fifteen minutes to present their papers to their peers, using audiovisual enhancements, such as Powerpoint™ slides. Students should prepare relevant handouts to give to their classmates on the date of their presentation. At a minimum, these should include their reference list. Each student will engage in a confidential peer critique of each presenter, based upon the grading rubric provided (see the rubric posted in the course Blackboard site). Students' grades for this particular assignment will be based upon an average of these grades, not including the

highest and lowest peer grades, which will not be included in the grade calculation (i.e., the lowest and highest peer grades will be “thrown out”).

Final Draft of Analytical Research Paper (20%):

After students have received feedback on the drafts of their papers and on their classroom presentations, they should be able to write a polished and focused final draft of their analytical research papers. The length and stylistic elements of these papers should follow the same rubric used for the first draft.

Extra Credit:

Learning takes place both inside and outside the classroom. So that students are encouraged to learn more about the richness of the College and local community, they may earn extra credit through confirmed participation (usually in the form of a brief reflective journal entry) in various activities related to language, literature, and writing. Up to a total of three points of extra credit can be added at the end of the semester to a student’s lowest assignment grade. Some examples of eligible activities include a College theater production, a poetry/fiction reading, attendance at a featured lecture (e.g., the Sipple Lecture in October), or a session with a Writing Center tutor (outside of the mandated course Writing Center session). Students must request permission to use attendance at an event in advance from the course faculty in order to receive extra credit.

CLASSROOM REQUIREMENTS

Attendance:

Classroom attendance is mandatory. Your student advisor will be responsible for taking attendance for every class and assigned activity. Three absences will result in the lowering of the final grade by a third of the letter grade (for example, an earned grade of A will result in a final grade of A-). Please be advised that participation and attendance is not the same. Active engagement in the course is required. If you are going to miss a class, I expect that you will contact me **prior** to class to let me know. Although students may occasionally miss class due to illness or personal emergencies, absences will have an impact on your overall course grade. If a pattern of absences is noted, the Dean of Curriculum and Academic Programs will be notified. Students who miss an in-class activity due to an excused absence will not earn credit for the assignment. The in-class activities cannot be “made up” outside of class time, but you will be responsible for the material learned in class.

Likewise, it is expected that students come to class on-time. Lateness could result in being ejected from class, at the discretion of the course faculty, in order to prevent disruption of classroom activities. Should a tardy student be ejected from class, that will count as an unexcused absence.

Classroom Etiquette:

In order to promote full engagement, cell phones will be turned off. Students who chose to use a cell phone (e.g. texting) during the class period will be asked to leave and receive an unexcused absence with a deduction of 2 points from the final grade. There is a no tolerance policy for students who are engaging in surfing the web, checking Facebook

etc. Again, the student will be excused by either the instructor or student advisor from the class and receive a deduction of 2 points from the final grade. Students should arrive promptly and refrain from leaving the classroom during the 70 minute class.

Inclement Weather:

College policy will be followed relative to inclement weather. Please check the College AMOS site or call (610) 625-7995 for any announcements relative to weather and the cancellation of class.

Learning Disability Accommodations:

Students who wish to request accommodations in this class for a disability should contact Elaine Mara, assistant director of academic support services for academic and disability support at the lower level of Monocacy Hall, or by calling 610-861-1401.

Accommodations will not be provided until authorization is received from this office. Accommodations for special needs will not be given retroactively (e.g., after a student has already completed an assignment without special provisions).

Academic Integrity:

Plagiarism and cheating will not be tolerated. Plagiarism is the use of someone's work and the misrepresentation of the work as your own. Examples of plagiarism is failure to properly cite an author's work; using the author's words/thoughts as one's own; purchasing a paper from a professional service; using illustrations without citation, etc. If uncertain about what constitutes plagiarism, it is the student's responsibility to seek clarification from the professor, librarian, or the Writing Center. Because of this no tolerance policy, ignorance of the policy is not acceptable. If there are grounds for suspicion of plagiarism, the student will receive a grade of "0" for that assignment and a copy of that assignment will be forwarded to the Dean of Curriculum and Academic Programs. Please review Moravian College's policy on academic honesty found in the Student Handbook as the consequences of violating academic integrity are serious.

Writing Center:

The Writing Center is located on the second floor of Zinzendorf Hall. Our class will be meeting with the staff in the Writing Center this semester. Certainly, students may benefit from consulting with the staff in the Writing Center for additional help - they are available to review drafts with you and make suggestions to improve your writing. In order to make an appointment, please call 610-861-1510.

Professor/Student dialogue:

I fully believe that in order to ensure a successful transition into college life the student, student advisor and faculty member must engage in open, frank discussion. I am readily available to consult with students as needed, during scheduled office hours and by appointment. The best way to get in touch with me quickly is my email. Due to FERPA regulations, by law I am not permitted to speak with parents regarding your progress without your express consent. It is vitally important that you check your Moravian email account on at least a daily basis in order to make certain you have not missed any messages from me or from Danielle.

Blackboard:

Please enroll in Blackboard when advised to do so. Your student advisor will help you with this process if required.

This syllabus is subject to change at the discretion of the course professor.

Course Outline:

NOTE THAT ALL READING ASSIGNMENTS MUST BE FINISHED BY THE START OF THAT DAY'S CLASS, NOT AFTER THAT CLASS. LIKEWISE, ASSIGNMENTS ARE DUE NO LATER THAN THE START OF CLASS ON THE DATE NOTED IN THE "ASSIGNMENTS COLUMN." ASSIGNMENTS DESIGNATED "IN CLASS" ARE THE ONLY ASSIGNMENTS NOT DUE AT THE START OF THAT DAY'S CLASS.

Week #1		
Class date	Topic	Assignments
Monday Aug. 25	Course Overview	In-class review of course syllabus and course requirements
Wednesday Aug. 27	War and Armed Conflict Costs and Benefits	Read: Ede, Chapter 1 World Health Organization (WHO) <i>Chapter 8: Collective violence.</i> In WHO (2002). <i>World report on violence and health.</i> Geneva: Author. In-class: Free writing exercise
Friday Aug. 28	<i>Sex Signals</i>	Student Affairs Staff Location: Prosser Auditorium Swipe-in with your Student ID to get credit for attendance
Week #2		
Monday Sept. 1	The Changing Nature of War Casualties Since the Renaissance	Read: Gabriel, R. (2013). <i>Between flesh and steel: A history of military medicine from the Middle Ages to the war in Afghanistan.</i> Dulles, VA: Potomac Books, p. 28-33 (<i>Casualties and Lethality</i>). In-class: Peer critique of Aug. 27 free writing exercise
Wednesday Sept. 3	(continued) The Changing Nature of War Casualties Since the Renaissance The Advent of Critical Care Medicine	Read: Ede, Chapter 2 <u>Optional/not-required additional reading:</u> Ashbaugh, D. G., Boyd, D.B., Petty, T. L., & Levine, B. E. (1967). <i>Acute</i>

		respiratory distress in adults. <i>The Lancet</i> , 7511, 319-323. In-class: Free writing exercise
Friday Sept. 5	<i>Counseling Center, Health Center, and Religious Life</i>	Student Affairs Staff Location: Prosser Auditorium Swipe-in with your Student ID to get credit for attendance
Week #3		
Monday Sept. 8	Landmines and Explosive Remnants of War	Read: Duttine, A., & Hottentot, E. (2013). Landmines and explosive remnants of war: A health threat not to be ignored. <i>Bulletin of the World Health Organization</i> , 91, 160-160A. <u>Optional/not-required additional reading:</u> Durham, J., Hill, P.S., & Hoy, D. (2013). The under-reporting of landmine and explosive remnants of war injuries in Cambodia, the Lao People's Democratic Republic and Viet Nam. <i>Bulletin of the World Health Organization</i> , 91, 234-236. In-class: Free writing exercise
Wed. Sept. 10	(continued) Landmines and Explosive Remnants of War	Read: Ede, Chapter 3 In-class: Peer critique of Sept. 8 free writing exercise Students submit and present questions to ask Jody Williams at Convocation
Note: Thursday Sept. 11 Johnston Hall	2014-2015 Convocation Jody Williams, Nobel Peace Prize Co-Laureate, with the <i>International Campaign to Ban Landmines</i> , in 1997.	Mandatory attendance – please meet in the ARC in Johnston Hall by 9:30.
Sept. 12	<i>Academic Support Center</i>	Student Affairs Staff Location: Prosser Auditorium

		Swipe-in with your Student ID to get credit for attendance
Week #4		
Monday Sept. 15	Presentation of Selected Research Topics to Peers for Feedback	Read: Ede, Chapter 4 Writing Assignment: Submit Written Selection of Research Topic to Faculty & Student Advisor
Wednesday Sept. 17	Overview of Writing Center Services Meet in Writing Center (Zinzendorf Hall) for orientation to their services, and for tips on how to conduct meaningful peer critique	None
Friday Sept. 19	<i>International Education & Center for Intercultural Advancement & Inclusion</i>	Student Affairs Staff Location: Prosser Auditorium Swipe-in with your Student ID to get credit for attendance
Week #5		
Monday Sept. 22	Reeves Library Orientation Meet in Reeves Library for class	Read: Ede, Chapter 7
Wednesday Sept. 24	How to Research a Topic (continuation of Reeves Library session)	Bring three references to class that may be used as references for writing the research paper
Friday Sept. 26	<i>Career Center</i>	Student Affairs Staff Location: Prosser Auditorium Swipe-in with your Student ID to get credit for attendance
Week #6		
Monday Sept. 29	Editorial styles and reference citations Peer critique of annotated bibliographies	Read: Ede, "Writer's References" – <i>APA Documentation Guidelines</i> . Online Writing Lab (OWL), Purdue University <i>Annotated Bibliographies</i> . Available online at: https://owl.english.purdue.edu/owl/resource/614/01/ use APA resources!

		Writing Assignment: Submit three annotated bibliographies to class faculty & student advisor; bring an additional three copies of these to share with peers for critique
Wednesday Oct. 1	(continued) Peer critique of annotated bibliographies	In class: In class peer critique of annotated bibs
Friday Oct. 3	<i>Student Involvement & Leadership</i>	Student Affairs Staff Location: Prosser Auditorium Swipe-in with your Student ID to get credit for attendance
Week #7		
Monday Oct. 6	The Advent of Nursing	Read: Ede, Chapter 5 Holder, V.L. (2003). From hand maiden to right hand: The civil war. <i>AORN Journal</i> , 78(3), 448-464. Nightingale, F. (1860). <i>Notes on nursing: What it is, what it is not</i> . New York: D. Appleton & Company, p. 7-12. Writing Assignment: Submit <i>an additional</i> two-to-three annotated bibliographies to class faculty and student advisor; bring an additional three copies of these to share with peers for critique
Wednesday Oct. 8	Peer critique of annotated bibliographies	In class: In class peer critique of annotated bibs
Friday Oct. 10	Guest seminar with World War II veteran	Prepare questions: Ask the guest veteran his experiences, observations, and reflections about his service in the South Pacific as a sailor during the war.
Week #8		
Monday Oct. 13	Fall Break: No Class	
Wednesday Oct. 15	Crafting a Thesis Statement	Read: Ede, Chapters 6 & 12
Friday Oct. 17	<i>Seminar supervised by Danielle on this date.</i>	In class: Free writing exercise – based upon reflection of previous week’s seminar

		with WW II veteran. Peer critique of in-class free writing submission
Week # 9		
Monday Oct. 20	The Barber-Surgeon, the Cutter, and the Military Surgeon	Read: Gabriel, R. (2013). <i>Between flesh and steel: A history of military medicine from the Middle Ages to the war in Afghanistan</i> . Dulles, VA: Potomac Books, p. 46-48; 92-95. Rutkow, I.M. (2001). World War I surgery. <i>Archives of Surgery</i> , 136, 1328-1329. Writing Assignment: Submit thesis paper to class faculty and student advisor; bring an additional three copies to share with peers for critique
Wednesday Oct. 22	Peer critique of thesis papers	In class: Peer critique of thesis papers
Friday Oct. 24	In-class viewing of select film clip from <i>Saving Private Ryan</i> (1998)	In class: Free writing exercise Continued peer critique of thesis papers
Week #10		
Monday Oct. 27	<i>Seminar supervised by Danielle on this date.</i>	Reading: Talbot, J.A. (2011). Posttraumatic stress disorder and war. <i>The Journal of Nervous and Mental Disorders</i> , 199(12), 909-910. In class: Peer critique of Oct. 24 free writing exercise
Wednesday Oct. 29	War and PTSD, Mental Health Disorders, Emotional Well-Being, and Moral Injury	Reading: Gabriel, R. (2013). <i>Between flesh and steel: A history of military medicine from the Middle Ages to the war in Afghanistan</i> . Dulles, VA: Potomac Books, p. 201-216. Wood, D. (March 14, 2014). Can we treat moral wounds? <i>The Huffington Post</i> .

Friday Oct. 31	In-class viewing of second select film clip from <i>Saving Private Ryan</i> (1998)	In class: Free writing exercise
Week #11		
Monday Nov. 3	Lessons from War in Terms of Health, Hygiene, and Infectious Diseases	Reading: U.S. Naval Institute (1968). <i>The bluejackets' manual</i> . Annapolis, MD: Author, p. 108-114. (personal health and hygiene)
Wednesday Nov. 5	Tips on Presentations	Writing Assignment: Submit first draft of analytical research paper to course faculty and student advisor
Friday Nov. 7	In-class viewing of select film clip from <i>Forrest Gump</i> (1994)	In class: Free writing exercise Peer critique of Oct. 31 free writing submission
Week #12		
Monday Nov. 10	In-class viewing of second select film clip from <i>Forrest Gump</i> (1994)	In class: Free writing exercise Peer critique of Nov. 7 free writing submission
Wednesday Nov. 12	Student Presentations	
Friday Nov. 14	Student Presentations	
Week #13		
Monday Nov. 17	Student Presentations	
Wednesday Nov. 19	Student Presentations	
Friday Nov. 21	Student Presentations	
Week #14P		
Monday Nov. 24	Student Presentations	
Nov. 26-30	<i>Happy Thanksgiving!</i>	No classes
Week #15		
Monday Dec. 1	Self-critique of free writing over the course of the semester	Read: Ede, Chapter 14
Wednesday Dec. 3	Are the wounds of war ever justifiable?	Read: Wiist, W.H., Barker, K., Arya, N., Rohde, J., Donohoe, M., White, S., et

		<p>al. (2014). The role of public health in the prevention of war: Rationale and competencies. <i>American Journal of Public Health</i>, 104(6), e34-e47.</p> <p>In-class: Free writing exercise</p>
Friday Dec. 5	Editing/Writing Course Wrap-Up	<p>In-class: Self-critique of free writing exercise from previous class</p>
Dec. 10	Final Exam Week/No exam	Final Paper Due