

Syllabus

English 199: Intermediate Interdisciplinary Writing

Section D: *Health, Hardship & Hope on a Dying Planet*

Linked Lecture: GH101: Introduction to Global Health:
Disparities, Determinants, Policies & Outcomes

Spring Quarter 2020

Instructor: Jessica Holmes
Location/Time: Tuesday/Thursday 1:00-2:20pm (online)
Office Hours (virtual): Thursdays 2:20-3:20 or by appointment
Email: holmes07@uw.edu
Class Website: <https://canvas.uw.edu/courses/1379125>

ZOOM LINK FOR ALL ONLINE CLASS SESSIONS:

<https://washington.zoom.us/j/636901395>

Meeting ID: 636 901 395

Zoom Link for Online Office Hours:

<https://washington.zoom.us/j/749802228>

Meeting ID: 749-802-228

Course Description

In this course, students will explore, develop, question, and discuss various narratives and representations of “health,” as well as their own evolving definitions, in the context of a planet in crisis. By exploring the relationship of global health to issues such as climate emergency, social (in)justice, contemporary capitalism and community resilience, students will engage in an intersectional and interdisciplinary approach to studying health topics in the humanities. Additionally, the course will seek to explore the affective dimensions of classroom content through frequent discussions of mental health, emotion and mindfulness. Classroom expectations include a high level of engagement and collaboration—examples of health narratives and topics from campus and student life are welcome, in addition to course texts from film, literature, media and popular culture. Students should expect frequent reading and writing assignments (this is a “C”/“W” credit course).

Please note: English 199D is linked to Introduction to “Global Health (101): Disparities, Determinants, Policies, and Outcomes” through the Interdisciplinary Writing Program, but it is its own full 5-credit course (i.e. not a supplementary or lab add-on). You can expect the level of rigor of any other 5-credit

undergraduate English course. GH101 and Engl199 assignments operate independently of each other (though some course content may overlap and making connections is encouraged); i.e. don't submit the same exact essay for both courses. When in doubt, check the appropriate assignment prompt guidelines and confirm with your instructor.

About the Instructor

Jessica Holmes is a PhD candidate in English at the University of Washington in Seattle, where she teaches in the Interdisciplinary Writing Program. Her research areas include environmental humanities, contemporary poetry and animal studies. She is a 2019 Mellon Fellow for New Public Projects in the Humanities. She received a Master of Fine Arts in poetry from the University of Washington and a Bachelor of Fine Arts in English from Lewis & Clark College. She received a Nutrition Certificate from the T. Colin Campbell Center for Nutrition Studies at Cornell University. Her creative and critical work has been published in *TRANSverse Journal*, *West Trade Review*, and *Auto/Biography Studies*, and is forthcoming in the *Routledge Handbook of Vegan Studies* and *Critical Animal Theory: Critical Theory, Social Constructions, and Total Liberation*.

Course Texts & Materials

- ✓ Internet access and a computer with Zoom capabilities – we will work primarily from Canvas, Zoom and linked/PDF readings.
- ✓ A few dollars (to rent an online film for the film review assignment).
- ✓ An active UW Net ID and email account which you check daily.
- ✓ A hard copy of a book (any book!) you would like to read this quarter (Kindle version is fine, but no e-book).

Assessment

Participation & Attendance	15%
Weekly Writing Assignments	30%
Readings & Discussion Forum Posts	15%
Peer Review	10%
Conferences	10%
Final Paper	20%

Participation:

Participation includes 1) being on time to and present during the majority of Zoom sessions, 2) contributing to class discussion and activities (through video/audio or the chat box), 3) completing regular pre- and post-writes, and 4) reading and presenting on your book of choice

Late papers: Late papers are accepted but will not receive instructor feedback. 10% of the grade will be deducted for each day past the deadline. Incomplete papers will not be accepted. If extenuating circumstances apply, you may request an extension for any

assignment ahead of time (at least 24 hours before the due date). I will accept/reject such requests on a case-by-case basis.

Conferences: You are required to participate in 2 student-teacher conferences this quarter. The first should be a brief 1-on-1 conference, which you should schedule during the first five weeks of the course (either during office hours or by appointment). The second is a group conference to be scheduled during the second half of the class. Details and signups will be discussed closer to the date.

Note on COVID-19:

Any complications due to COVID-19 that impact your learning this term will NOT result in grade penalties. Complications include your own and your family's health, but also mental health, housing, childcare, finances, job safety, etc. I am happy to adapt assignments, grant extensions, design makeup work if you need to miss a class, and work with you to get the most out of the course within your own unique circumstances. All I ask is that you do your best to communicate with me throughout the quarter about any of the above.

Policies & Expectations

Because the exchange of ideas is so important to this class, it is crucial that we respect one another. There will likely be differing points of view offered up in class discussions and readings. Differences can and should be discussed, but these discussions should maintain an academic spirit of respect. Derogatory or discourteous language and behavior will not be tolerated in our classroom.

Please check your university email account regularly as I will send out announcements and updates via email. Outside of office hours, email is the best way to get in touch with me. While there is no need to be overly formal, please keep your emails professional and respectful in nature. Use correct grammar and avoid "chat-speak."

Zoom expectations and best practices:

- ✓ Please mute your microphone when you are not speaking.
- ✓ If you need to share your screen during a class session, please turn on "do not disturb" to protect your own privacy.
- ✓ The recording and/or sharing of online class sessions is explicitly against department policy due to student privacy rights and FERPA. The only reason you would be allowed to record sessions is if you have DRS accommodation (and this should be communicated to me prior to recording). Recordings of class sessions may not be shared.

Academic Integrity

Plagiarism, or academic dishonesty, is presenting someone else's ideas or writing as your own. In your writing for this class, you are encouraged to refer to other people's thoughts and writing—as long as you credit them. As a matter of policy, any student found to have plagiarized any piece of writing in this class will be immediately reported to the College of Arts and Sciences for review.

Accommodations

If you need accommodation of any sort, please let me know so that I can work with the UW Disability Resources for Students Office (DRS) to provide what you require. More information about accommodation may be found at <http://www.washington.edu/students/drs/>.

Religious Accommodations

If you need accommodation of any sort, please let me know so that I can work with the UW Disability Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at Faculty Syllabus Guidelines and Resources. Accommodations must be requested within the first two weeks of this course using the Religious Accommodations Request form available at <https://registrar.washington.edu/students/religious-accommodations-request/>.

Departmental Commitment to Diversity, Equity and Inclusion

The UW English Department aims to help students become more incisive thinkers, effective communicators, and imaginative writers by acknowledging that language and its use are powerful and hold the potential to empower individuals and communities; to provide the means to engage in meaningful conversation and collaboration across differences and with those with whom we disagree; and to offer methods for exploring, understanding, problem solving, and responding to the many pressing collective issues we face in our world--skills that align with and support the University of Washington's mission to educate "a diverse student body to become responsible global citizens and future leaders through a challenging learning environment informed by cutting-edge scholarship."

As a department, we begin with the conviction that language and texts play crucial roles in the constitution of cultures and communities, past, present, and future. Our disciplinary commitments to the study of language, literature, and culture require of us a willingness to engage openly and critically with questions of power and difference. As such, in our teaching, service, and scholarship we frequently initiate and encourage conversations about topics such as race, immigration, gender, sexuality, class, indigeneity, and colonialisms. These topics are fundamental to the inquiry we pursue. We are proud of this fact, and we are committed to creating an environment in which our faculty and students can do so confidently and securely, knowing that they have the backing of the department.

Towards that aim, we value the inherent dignity and uniqueness of individuals and communities. We acknowledge that our university is located on the shared lands and waters of the Coast Salish peoples. We aspire to be a place where human rights are respected and where any of us can seek support. This includes people of all ethnicities, faiths, gender identities, national and indigenous origins, political

views, and citizenship status; nontheists; LGBTQIA+; those with disabilities; veterans; and anyone who has been targeted, abused, or disenfranchised.

Concerns

If you have any concerns about the course or your instructor, please see the instructor about these concerns as soon as possible. If you are not comfortable talking with the instructor or not satisfied with the response that you receive, you may contact Megan Callow, Director of the Interdisciplinary Writing Program at mcallow@uw.edu.

Additional Student Resources during COVID-19

OWRC: The OWRC website has the latest update about spring services are here: <https://depts.washington.edu/owrc/>. In short, the OWRC is doing one-on-one tutoring via Zoom, but the rest of our services are largely suspended.

UW Libraries: Here is a helpful web page on what remote resources are available: <https://www.lib.washington.edu/coronavirus/remote>.

[Public Health Seattle King County COVID-19 Resource Page](#)

[Free remote counseling through UW CareLink](#)

[Ongoing virtual fitness and mindfulness classes](#)

[The Counseling Center](#) provides personal counseling, assessment, referral, and crisis intervention services to currently-enrolled students (206-543-1240).

[Hall Health Mental Health](#) provides a range of services to assess and treat mental health concerns (206-543-5030).

[UW LiveWell](#) provides support and case consultation for students experiencing personal hardship, including academic hardship as the result of extenuating life circumstances (206-543-6085).

[Husky Health & Well-Being](#) provides a central online resource for access to health and wellness services across the campus.

[Academic Advising](#) may be able to help if you are experiencing challenges navigating academic commitments in light of stressors and disruption associated with these tragedies (206-543-2550). Your department may have additional academic resources.

[SafeCampus](#) is here for you 24/7 if you ever need to privately discuss safety and well-being concerns for yourself or others (206-685-SAFE [7233]).

[Forefront Suicide Prevention](#) is focused on reducing suicide by empowering individuals and communities to take sustainable action, championing systemic change, and restoring hope (206-543-1016).

[Students can borrow free laptops, other tech](#)

Students in Seattle can borrow laptops and other equipment through the Student Tech Loan Program.