

IDH 2930: (Un)Common Read: "Napoleon's Buttons: How 17 Molecules Changed History"
Section 1G00

Instructor: Gail E. Fanucci

Phone : 352-392-2345, cell phone text in an emergency situation 352-219-5201

E-mail: fanucci@chem.ufl.edu or gefanucci@gmail.com

Class Times: M 3rd period (9:35-10:40) Lit 0117

Office Hours: T 3rd period and by appointment

Location: CLB 311F/313 (check my office, 311F first. We will use 313 if large numbers of people show up for help.

Text: "Napoleon's Buttons: How 17 Molecules Changed History"

This text is required as the reading forms the foundation for the discussions.

Purpose: The purpose of this course is to gain a rudimentary understanding of concepts in chemistry, particularly organic chemistry and biochemistry as they have played a role in shaping the history of the chemical industry, impacted social stratification and political gains. The readings discuss the "past". Assignments will challenge you to think about how organic chemistry and biochemistry are impacting current social and political agendas within the United States and globally as well as to think about future impacts of chemistry on society.

Week		Reading Assignment Prior to Class Time		In Class Activities
1	Aug 21 - 25	None – Look at Group Assignments		
2	Aug 28 – Sept 1	Introduction	Introduction Chapter- Basic Organic Chemistry Concepts	Faculty Lecture, Students Draw Organic Compounds
3	Sept 4 - 8	Labor Day – no class	Read Ahead, see below	
4	Sept 11 - 15	Chpts. 1 and 2	Peppers, Nutmeg and Cloves & Ascorbic Acid	Group Discussion on Posted Questions
5	Sept 18 - 22	Chpts. 3 and 4	Glucose and Cellulose	Group Discussion on Posted Questions
6	Sept 25 - 29	Chpt. 5	Nitro Compounds	Group Discussion on Posted Questions
7	Oct 2 - 6	Chpts. 6 and 7	Silk and Nylon and Phenol	Group Discussion on Posted Questions
8	Oct 9 – 13	No Class		Reflection Essay 1 Due (individual activity)
9	Oct 16 – 20	Chpts. 8 & 9	Isoprene and Dyes	Group Discussion on Posted Questions
10	Oct 23 – 27	Chpts. 10 and 11	Wonder Drugs & The Pill	Group Discussion on Posted Questions
11	Oct 30 – Nov 3	Chpts. 12 & 13	Molecules of Witchcraft & Morphine, Nicotine, and Caffeine	Group Activity Related to their favorite "poison"

Syllabus Fall 2017

12	Nov 6 – 10	Demo in The Butler Polymer Lab	We will meet in Chemistry and you will need to wear appropriate attire.	
13	Nov 13 – 17	Chpts. 14 &15	Oleic Acid & Salt	Group Discussion on Posted Questions
14	Nov 20 – 24	Chpts. 16 & 17	Chlorocarbon, Malaria	Group Discussion on Posted Questions
15	Nov 27 – Dec 1	Thanksgiving week – no class	Use time to work on Poster Assignment.	
16	Dec 4 - 8	Poster Presentation		Poster Style Presentations

Grading

Participation and Talking Points:	10 at 20 points =	200 points	27% (can miss 2, 12 wks)
Essays	1 at 100 points =	100 points	13.5%
Class Presentations	12 at 20 points =	240 points	32.5%
Poster Assignment	1 at 200 points =	200 points	27%

Participation and Talking Points.

Our class period times are on Monday of each week. You are expected to have the reading assignment completed 1 week PRIOR to the week we discuss the chapters. Here is why. At least a week prior to that class you individually need to post one paragraph of a topic in the chapter you found particularly interesting that you would like to see further discussed/debated during class time. If you read ahead, you are welcome to post your topics for each chapter as early as you would like.

They should be posted in E-learning. These topics are available for EVERYONE to see. You will gain 10 points for your topic each week given it is a valid post that contains substance. Then, with your group, decide which of the topics posted among you that you would like to prepare a 10 minute lead discussion/debate/activity with the class. Here is where you can be creative. You can use any resources available for your class activity.

Here are some examples. Maybe there were questions posted regarding classmates wanting to know more about the chemical structures, hence you might want to make a short presentation that better explains the chemistry. Maybe you are curious about the life of a given character within the chapter and you want to make a presentation about that person in more detail. Maybe you are curious to poll the class as to as aspect introduced within the chapter. Maybe you want to have a mock debate where two sides of an issue are presented and “argued”. I will also offer some suggestions of activities based upon the posts of classmates.

Essay.

You will write one reflection essay (2-3 pages double spaced types) that delve deeper into a specific discussion point you found of interest and impactful to your everyday life. Guidelines for essay length and grading will be provided on-line.

Class Presentations.

Each week you can decide who in your group will give or lead your chosen activity, or you can do it in a team manner. It is important that everyone in your group participates equally throughout the semester. **It is your group's responsibility that each week you provide a one page summary of how each team member contributed to that week's activity.** This will be handed to me at the beginning of the class period. Examples include background research versus actual class presentation. For the most valuable experience, I expect the activities to vary each week for the individual group members. Meaning, the same person cannot give all of the presentations or do the background research. This format will allow for varied workloads each week as needed by individual schedules.

Timeline Assignment.

This will be an individual activity where you generate a graphic regarding a concept or concepts discussed within the book and in class periods that you found engaging. Examples include perhaps a timeline chart showing the development of the chemical/pharmaceutical industry or export of particular goods from a given geographical area, or perhaps changes in culture as society became dependent upon particular products. As the semester progresses, this concept should become clearer to you. The assignment should be contained within a single page that graphically conveys a summary of data related to a given topic of your choosing.

Grading Scale: The following grading scale is tentative, and could be adjusted to be less stringent. The scale will not be more difficult.

Points	Percentages	Grade
688-740	$x \geq 93\%$	A
658-689	$89\% \leq x < 92.5\%$	A-
629-657	$85\% \leq x < 88.5\%$	B+
592-628	$80\% \leq x < 84.5\%$	B
555-591	$75\% \leq x < 79.5\%$	B-
518-554	$70\% \leq x < 74.5\%$	C+
481-517	$65\% \leq x < 69.5\%$	C
444-480	$60\% \leq x < 64.5\%$	C-
407-443	$55\% \leq x < 59.5\%$	D+
370-406	$50\% \leq x < 54.5\%$	D
0-369	$x < 50\%$	E

Students with disabilities: Students requiring special accommodations should register with the Dean of Student Offices and present documentation from that office to the instructor

Counseling Services: The University of Florida provides counseling services for students, staff, and faculty. See <http://www.counsel.ufl.edu/> or call (352)-392-1575 during regular service hours (8am-5pm).

For other hours or weekends call the Alachua County Crisis Center (264-6789). Students may also call the clinician on-call at Student Mental Health for phone callback and consultation at (352)-392-1171.

Cell phones: Please put all cell phones or pagers on “silent mode or vibrate” and in your backpacks or purse during all class periods. No texting, tweeting or face book activities during lecture. However, if using a mobile device during lecture for a class related topical search is allowed.

Honor Code: This class will operate under the policies of the student honor code which can be found at <http://www.registrar.ufl.edu/catalog/policies/students.html> The students, instructor and TAs are honor bound to comply with the Honors Pledge: We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.

Plagiarism will result in a grade of zero for that assignment.