



## Colorado Women's College of the University of Denver

### FSEM 1500: Women in Transformation

Fall 2014: Tuesdays/Thursdays 10:00 a.m.-12:00 p.m.  
Location: Chambers Center (room TBD)

**Instructor:** Dr. Anne Allen

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*I will respond to email or voicemail messages within 48 hours.*

### COURSE DESCRIPTION

Students will be introduced to the history of The Women's College, and CWC's mission to promote academic, professional, and personal development in a community of engaged learning.

The development of critical thinking is central to this course, and is reflected in each written and oral assignment and class activity. Students will gain an understanding of women's place in the history of liberal arts education, an overview of women in U.S. history through an intersectional lens, and an awareness of the issues facing women in a globalized society. This course provides the foundation for a collaborative, engaged learning community that fosters academic and professional skills for life-long leadership and learning.

### COURSE OBJECTIVES

By the end of the course students will develop the following skills:

1. Understand the advantages of a female-centered learning environment
2. Employ critical thinking skills in the analysis of issues and arguments
3. Distinguish between personal, academic, professional and civic voices, and explain when the use of each is appropriate in different rhetorical situations
4. Write and revise clear, well organized essays that develop those voices
5. Learn research skills in the development of academic writing
6. Create and deliver successful presentations related to course topics
7. Define inclusive excellence, and explain its importance in academic, professional and civic settings
8. Explain the importance of the various waves of women's movements to the attainment of education and professional success for women
9. Develop quantitative reasoning skills in an exploration of the social, economic and professional issues facing women today
10. Articulate a personal academic and professional development plan

## STUDENT LEARNING OUTCOMES

1. Students will develop the ability to synthesize and integrate information and ideas, think and apply critical thinking skills in their professional and civic engagement
2. Students will develop an informed concern about contemporary social issues
3. Develop a commitment to exercise the rights and responsibilities of citizenship

## INCLUSIVE EXCELLENCE: Diversity, Inclusiveness, Respect

CWC has a core commitment to fostering a diverse learning community that is inclusive and respectful. Our diversity is reflected by differences in race, culture, age, religion, sexual orientation, socioeconomic background, and myriad other social identities and life experiences. The goal of inclusiveness, in a diverse community, encourages and appreciates expressions of different ideas, opinions, and beliefs, so that conversations and interactions that could potentially be divisive turn instead into opportunities for intellectual and personal enrichment.

A dedication to inclusiveness requires respecting what others say, their right to say it, and the thoughtful consideration of others' communication. Both speaking up AND listening are valuable tools for furthering thoughtful, enlightening dialogue. Respecting one another's individual differences is critical in transforming a collection of diverse individuals into an inclusive, collaborative and excellent learning community. Our core commitment shapes our core expectation for behavior inside and outside of the classroom.

## ACADEMIC INTEGRITY

The Women's College fully endorses the University of Denver's Honor Code and the procedures put forth by the Office of Citizenship and Community Standards. Academic dishonesty—including plagiarism, cheating, and falsification of data and research—is in violation of the code and will result in a failing grade for the assignment or for the course.

As student members of a community committed to academic integrity and honesty, it is your responsibility to become familiar with the DU Honor Code and its procedures ([www.du.edu/honorcode](http://www.du.edu/honorcode)).

### **More About Plagiarism (also see your TWC 101 notes and handouts):**

Neither the University nor the Women's College will tolerate plagiarism for any reason, and no excuse that it was "unintended" will be accepted. Plagiarism is the use of another writer's words and/ or ideas without using proper documentation to credit the other writer.

Appropriate documentation includes citing in your text the following:

- another writer's influence on your writing or your ideas;
- another writer's words which you have copied directly and put within quotation marks;
- another writer's words which you have paraphrased.

Plagiarism **of any kind** will result in an automatic failure of the assignment and possible failure of the course.

## COURSE TEXTS AND MATERIALS: REQUIRED TEXTS

### Required Books

Brown, M.N., & Keeley, S.M. (year). *Asking the right questions: A guide to critical thinking* (10<sup>th</sup> ed.) Upper Saddle River, NJ: Pearson. [ISBN: 978-0-205-11116-9]

Johnson, Allan G. *The gender knot: unraveling our patriarchal legacy*. Philadelphia : Temple University Press, 2005. ISBN-1592133843 **(Electronic Resource available via Penrose – DO NOT PURCHASE)**

Thorpe, H. (2009). *Just like us: The true story of four Mexican American girls coming of age in America* (1<sup>st</sup> ed.) New York: Simon and Schuster. [ISBN: 978-1-416-53898-1]

Troyka, L.Q. & Hesse, D. (2010). *Quick Access Compact* (2<sup>nd</sup> ed.) Upper Saddle River, NJ: Prentice Hall. [ISBN 978-0-205-68737-3]

Seager, J. (2009). *The penguin atlas of women in the world* (4<sup>th</sup> ed.) New York: Penguin. [ISBN: 978-0-143-11451-2]

Publication Manual of the American Psychological Association, Sixth Edition

### Supplemental Resources: Available in Blackboard

## IV. COURSE REQUIREMENTS

**Print a copy of the syllabus posted in Blackboard at the beginning of the term.  
Bring a hard copy to class.**

This class, like most at the CWC, will be highly participatory. The success of this class is dependent upon your contributions to class discussions. Therefore, I expect you to immerse yourself in the course materials and come to class prepared to share your understandings of and questions about them. Informed participation in class is contingent upon completing the assigned readings.

Active participation does not just mean talking, however. Careful and respectful listening, asking clarifying questions, and building upon the ideas of your peers is especially valued in the cooperative classroom that we will be creating.

The course includes in-class and online activities including lectures, blogs, class presentations and papers. In addition, students are encouraged to bring their life experiences, professional and personal insights to the discussion and the readings.

### 1. Class Attendance and Participation: 20 pts

- a. **Students must be present for all class sessions and for the full class session.**
- b. Students must fully engage all in-class activities and readings in a thoughtful and respectful manner. Attendance
- c. Students must log into Blackboard throughout the week and access all course related materials, documentaries and supplemental sources posted in the folders for each session.
- d. Students are responsible for resolving any technical issues with the appropriate staff and must complete the assignments on the due date.
- e. All assigned readings must be completed before class. Each class session will begin with a brief overview of the previous session. You should bring the readings for the week with you to class and your preparedness will be checked regularly.
- f. Missed in-class assignments CANNOT be made up!

- g. **Students who miss more than two class sessions or two assignments must schedule a time to meet with the instructor.**

## 2. Reading Presentation/Facilitation: 4 pts

Students will take turns presenting a brief synopsis of the reading and facilitating the class discussion. Students will learn to think critically and develop leadership skills.

*\*The instructor will demonstrate the role of the facilitator during the first class session and function as co-facilitator during student presentations.*

- a. **Summary: Submit a typed copy to the instructor (1 pg max)**
- This is an opportunity for students to find, develop and master their own voice, critical thinking and communication and to create a space for inclusive and respectful discussion and disagreement
  - Students will provide a summary of their own insights about the readings. Presenters may use class lectures, discussions and any supplemental sources to support their insights/presentation.
    - Students will clearly identify each insight
    - Describe how and why this is significant
- b. **Discussion:**
- The facilitator will provide a minimum of 3 questions for the class to discuss and encourage meaningful participation.
  - Questions must be well thought out. Explain why these questions are significant to you (give context)
  - Students may choose to use role play, class activities, games etc to encourage discussion. Be Creative! Have Fun!
- c. **Conclusions:** The facilitator will provide a identify significant components of the discussion

## 3. Course Blog: 12 pts (3 blogs)

A blog serves as a great platform to exchange ideas, thoughts and reflect on a number of topics, experiences and situations. Integrating blogs into the classroom gives students the chance to explore and engage with fellow students considering the lessons and discussions of the classroom and with the material. For instructors using a blog helps provide a forum for rich dialogue sorted by multiple topics.

The course blog will be an open communication tool for students to interact with. As a student, you will be required to post a series of blog entries. The content will represent your personal ideas and thoughts on course related material. Blogs can include text, photos, videos and links. It can be a personal place to reflect, outlet to the course material or related stories and topics in the news, all of which your fellow classmates will be able to view and comment on. The blog for this course will represent a history of your thinking and reflect on your progress and cannot be made up.

- Each blog post will include the following components that will inform your responses:
  - Course Readings
  - Documentaries/Talks

- Students may be required to watch a documentary or other material pertaining to the topic in an effort to facilitate informed participation.
  - **Student Posts:** Posts must be submitted by due date **(1 page max)**
  - **Peer Responses:** Comment on a minimum of two students from your small group

#### 4. Workshops: 6 pts (Mandatory)

- Library Research Workshop
- Writing Center Workshop

#### 5. Presentations: 8 pts

Students will give a 15 min **formal presentation** of the final paper in class (time assigned may be changed based on the number of students). This assignment is intended to be thought-provoking and students are encouraged to bring their critical thinking to the paper.

#### 6. Written Assignments/Presentations: Detailed Instructions and Rubric posted in Blackboard

##### a. Academic Commitment: 6 pts

- In this 2 page paper students will analyze and unpack Adrienne Rich's speech 'Claiming an Education' and describe their personal approach to their education at CWC.

##### b. Epistemology and Identity: 8 pts

You will explore and engage narratives of identity and epistemology addressed in the book *Just Like us*.

##### c. Economic Realities: 8 pts

- **Students will reflect on the readings about** economic realities of women posted on Blackboard and in *The Penguin Atlas of Women in the World* and write a short essay identifying the issue, application to their lives and develop a plan for their economic future.

##### d. Women's Advocate: 15 pts

- Your final project is a research paper and will expand on a topic covered in class. The student will bring their knowledge from the course readings about gender and its impact on women to the assignment. Students must use a minimum of 3 sources in addition to your course readings. The final paper must be typed, double-spaced, with appropriate citations. Students will present their final papers in class. Detailed instructions will be posted in Blackboard. Final papers must include, but are not limited to the following components:
  - Individuals who are making significant contributions to the issue
  - Organizations addressing the issue

#### 7. In-class Peer Review: 9 pts

Students will participate in 3 in-class reviews. Students must submit drafts of their papers in Blackboard and bring hard-copies/printed to class.

#### 8. Intellectual/Epistemological Biography: 6 pts

In this 2-3 page informal paper students will describe their educational journey and identify influences that have led them to CWC. Students will identify particular theme(s) most relevant to their experience of education and organize their story in a way that shows off their writing skills in addition to introducing themselves.

## GRADING RUBRIC

Assignment	Points
Attendance/Class Community Sharing (see below)	20 points
Course Blog – Cumulative points Must participate in <b>ALL</b> Blogs	12 points
Intellectual/Epistemological Biography: Part I and Part II	6 points
Student Facilitated Discussion	4 points
In-class Peer Review : 3	9
Writing Assignment 1: Academic Commitment	6 points
Writing Assignment 2: Epistemology & Identity	8 points
Writing Assignment 3: Women’s Economic Realities	8 points
Writing Assignment 4: Women’s Advocate	13 points
Oral Presentation Assignment	8 points
Penrose Library Research Workshop	3 points
Writing Center Workshop	3 points
<b>Total</b>	<b>100 points</b>

Percentage	Grade
95-100	A
90-94	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
64-66	D
60-63	D-
0-59	F

## ATTENDANCE AND PARTICIPATION

Attendance is mandatory in all class sessions. Active participation in class and online discussions is also required and will be a determiner in a student’s final grade. An absence, for any reason, will result in forfeiting points for in-class student presentations. These may not be made up in another class session. If an emergency arises, it is the student’s responsibility to contact her instructor.

**A grade of incomplete will not be granted under any circumstances.**

<http://www.du.edu/registrar/records/incompletpolicy.html>

## TECHNOLOGY USE IN THE CLASSROOM

In order to create and maintain an optimal learning environment in the classroom, students should use technology appropriately as directed by the instructor for the purposes of the course. Work done on laptops, cell phones, and other devices that is not relevant to the class can hinder the process of communication and shared discussion of ideas that require full engagement by all participants.

## ADA ACCOMMODATIONS

Students who require accommodations under the Americans with Disabilities Act must contact the instructor to discuss their needs. Failure to notify the instructor immediately may hinder the college’s ability to accommodate accordingly. Students with learning disabilities should also contact the University Disability Services Program at <http://www.du.edu/studentlife/disability/>. University Disability Services houses the Learning Effectiveness Program (LEP) and the Disability Services Program (DSP).

## OBSERVATION OF RELIGIOUS HOLIDAYS

Students wishing to observe a religious holiday not celebrated on the academic calendar may do so provided advanced written notice is given the instructor during the first two weeks of the quarter. With advanced written notice, the absence will be considered an excused absence. For additional information, contact DU’s Center for Religious Services (<http://www.du.edu/crs/>)

**ALL READINGS ASSIGNED FOR THE **FIRST CLASS SESSION** MUST BE COMPLETED PRIOR TO CLASS**

**Workshop Dates are tentative - Print updated syllabus before the first class session**

Fall	Session	TOPIC CLASS ACTIVITIES	READING: Complete Before Class Supplemental Resources: Blackboard	ASSIGNMENTS Submit ALL Assignments in Blackboard: 10:00 am.
WEEK 1	Session 1 Sept 9	<b>Introduction to the Course</b> <ul style="list-style-type: none"> <li>Syllabus</li> <li>Navigating Blackboard</li> <li>Writing Assignments</li> <li>Class Activity: QA</li> </ul>	<ol style="list-style-type: none"> <li>History: Colorado Women's College*</li> <li>TWC Fact Sheet *</li> <li>QA: Understanding Writing Situation: Pages 1-28</li> </ol>	
	Session 2 Sept 11	<b>Introduction to Critical Thinking</b> <ul style="list-style-type: none"> <li>Lecture: Paul and Elder</li> <li>Application: Adichie - The danger of a single story (TED)</li> <li>Class Activity: The Writing Process</li> </ul>	<ol style="list-style-type: none"> <li>Quick Access Compact                             <ol style="list-style-type: none"> <li>Writing Paragraphs: Pg 46-67</li> <li>Thinking Critically: Pg 68-83</li> </ol> </li> </ol>	<b>Blog 1: Critical Thinking</b> Points: 4
WEEK 2	Session 3 Sept 16	<b>Decoding Gender I</b> <ul style="list-style-type: none"> <li>Lecture: The Gender Knot</li> <li>Atlas</li> </ul>	<ol style="list-style-type: none"> <li>Rich: Claiming an Education*</li> <li>The Gender Knot: Penrose E-Text                             <ol style="list-style-type: none"> <li>Chapter One: Where are We?</li> </ol> </li> <li>Atlas: Part One–Part Three</li> </ol>	<b>Intellectual Biography: Part I</b> Points: 3
		<b>Academic Commitment</b> <ul style="list-style-type: none"> <li>Intellectual Biography: Part I</li> <li>Writing Assignment I: Instructions</li> <li>Writing Assignment I: In-class Activity</li> </ul>		
	Session 4 Sept 18	<b>Academic Advisors:</b> <ul style="list-style-type: none"> <li><b>Learning Styles/Study Skills</b></li> </ul>	<ol style="list-style-type: none"> <li>The Gender Knot:                             <ol style="list-style-type: none"> <li>Chapter Two: Patriarchy the System</li> <li>Appendix: Resources for Unraveling the Knot</li> </ol> </li> </ol>	<b>Resources for Unraveling the Knot</b> <b>*Bring Hard-copy to Class</b>
		<b>Decoding Gender II</b> <ul style="list-style-type: none"> <li>Lecture: Patriarchy the System</li> </ul>		
WEEK 3	Session 5 Sept 23	<b>Principles of Critical Thinking</b> <ul style="list-style-type: none"> <li>Application: Margaret Heffernan <b>Dare to disagree (TED)</b></li> </ul>	<ol style="list-style-type: none"> <li>Just Like Us: Part I</li> <li>Asking the Right Questions                             <ol style="list-style-type: none"> <li>Chapters 3-4</li> </ol> </li> </ol>	<b>Academic Commitment</b> Points: 6  <b>Complete: Reading Response</b> <b>*Bring Hard-copy to class</b>
		<b>Epistemology and Identity</b> <ul style="list-style-type: none"> <li>Lecture: Epistemology</li> <li>Asking the Right Questions</li> </ul>		
		<b>Just like Us:</b> <ul style="list-style-type: none"> <li>Student Facilitated Discussion</li> </ul>		
	Session 6 Sept 25	<b>Formatting Papers</b> <ul style="list-style-type: none"> <li>Writing Assignment II Instructions</li> </ul>	<ol style="list-style-type: none"> <li>APA: Formatting Papers</li> <li>Just like Us: Part II</li> </ol>	<b>Blog 2: Just Like Us</b> Points: 3 Student Post: Sunday Midnight Peer Comments: Monday Midnight
	<b>Just Like Us</b> <ul style="list-style-type: none"> <li>Student Facilitated Discussion</li> </ul>			
WEEK 4	Session 7 Sept 30	<b>DU Writing Center Workshop: Mandatory</b>	<ol style="list-style-type: none"> <li>Purdue: OWL (PPT)</li> <li>Asking the Right Questions                             <ol style="list-style-type: none"> <li>Chapters 5-6</li> </ol> </li> </ol>	<b>Create Template: APA Format</b> <b>*Bring hard-copy to class</b>
		<b>Just Like Us:</b> <ul style="list-style-type: none"> <li>Student Facilitated Discussion</li> </ul>		
	Session 8 Oct 2	<b>Academic Advisors:</b> <ul style="list-style-type: none"> <li><b>Peer Groups</b></li> </ul>	<ol style="list-style-type: none"> <li>Just Like Us: Part III</li> </ol>	<b>Epistemology and Identity: Draft</b>  <b>*Bring hard-copy to class</b>
	<b>Peer Review I</b> Writing Assignment II: In-Class Activity			



WEEK 5	Session 9 Oct 7	<b>Iron-Jawed Angels: Film</b> Guidelines for Viewing Iron-Jawed Angels	1. The Glass Ceiling Revealed 2. Women's National History Project	<b>Blog 3: Women's Rights Movement</b> Blog: 4 points Student Post: Sunday Midnight Peer Comments: Saturday Midnight
	Session 10 Oct 9	<b>Academic Advisors: Advising</b> <b>Feminism: History/Waves</b> <ul style="list-style-type: none"> <li>Lecture: Women's Rights Movement</li> </ul>	1. The Gender Knot: a. Chapter 5: Feminisms	<b>Epistemology and Identity: Graded</b> Points: 8
WEEK 6	Session 11 Oct 14	<b>Research Workshop: MANDATORY (3 pts)</b> <ul style="list-style-type: none"> <li>Topic: Women's Advocate</li> <li>Faculty: Carrie Forbes</li> </ul>	1. Research & Documentation: QA Compact: 330-377	
	Session 12 Oct 16	<b>Decoding Privilege Microaggressions</b> <ul style="list-style-type: none"> <li>Lecture: Privilege</li> <li>Critical Thinking Application: <ul style="list-style-type: none"> <li>Iron-Jawed Angels</li> </ul> </li> <li>Writing Assignment III:</li> <li>Instruction/In-Class Activity</li> </ul>	1. Microaggression: Blackboard 2. Progress for Women: Blackboard	<b>Iron-Jawed Angels: Discussion Questions</b> <b>Bring Hard-copy to class</b>
WEEK 7	Session 13 Oct 21	<b>Decoding Class: Economic Realities</b> <ul style="list-style-type: none"> <li>Lecture: Progress for Women</li> <li><b>Student Facilitated Discussion</b></li> </ul>	1. Shriver Report – <b>Blackboard</b> a. Chapter 1: A Woman's Nation b. Chapter 2: The New Breadwinners	
	Session 14 Oct 23	<b>Peer Review II</b> <ul style="list-style-type: none"> <li>Writing Assignment III: In-class Activity</li> </ul> <b>Atlas: Review</b> <ul style="list-style-type: none"> <li><b>Student Facilitated Discussion</b></li> </ul>	1. Women of the World Summit: <b>Website</b> 2. Atlas: Part 4-Part Six	Economic Realities: Draft <b>*Bring hard copy of draft to class</b>
WEEK 8	Session 15 Oct 28	<b>Advocates and Activists</b> <ul style="list-style-type: none"> <li><b>Lecture: Advocacy</b></li> <li>The Female Factor: Instructions</li> <li><b>Atlas: Student Facilitated Discussion</b></li> </ul>		<b>Economic Realities: Graded</b> Points: 8
	Session 16 Oct 30	<b>Advocates and Activists</b> <ul style="list-style-type: none"> <li>The Female Factor: Informal Oral presentations in class</li> <li>Advocate: Class Activity</li> </ul> <b>Career Services and Grad School Planning</b>	1. The Female Factor: Website	<b>Blog 3: The Female Factor</b> Points: 4 Prepare: Informal Oral presentations in class
WEEK 9	Session 17 Nov 4	<b>Women's Advocate</b> <ul style="list-style-type: none"> <li>Oral Presentation: Instructions</li> </ul> <b>Peer Review III</b> <ul style="list-style-type: none"> <li>In-Class Activity: Peer Review</li> </ul>	1. Privilege: TBD	Women's Advocate: Draft <b>Bring hard copy of draft to class</b>
	Session 18 Nov 6	<b>Privilege: Lecture</b> <ul style="list-style-type: none"> <li><b>Intersectionality:</b></li> </ul>	1. Intersectionality: TBD	<b>Intellectual Biography: Part II</b> Points: 3
WEEK 10	Session 19 Nov 11	<b>Class Presentations</b>	1. Presentation Tips: Blackboard	Prepare for Class Presentations
	Session 20 Nov 13	<b>Women in Transformation: Review</b> <ul style="list-style-type: none"> <li>Intellectual Biography: Part II</li> <li>Course Evaluations</li> </ul>	Intellectual Biography: Part II <b>Bring hard-copy to class</b>	<b>Women's Advocate: Graded</b> Points: 13