

## Marshall University

Course Title/Number & Section	<b>FYS100/SECT207/CRN3380FYS: FEMINISM IN THE MILLENNIAL LIFE (FML)</b> <i>*This syllabus is subject to change*</i>
Semester/Year	Spring 2017
Days/Time	M W F 11A-11:50AM
Location	SH 435
Professor	Anita Lane
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Office Hours	M & W 12:00 pm – 2:30 pm and T & TH 11am-12pm Friday-APPT ONLY *If possible, please e-mail in advance of your arrival.
University Policies	By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy be going to <a href="http://www.marshall.edu/academic-affairs">www.marshall.edu/academic-affairs</a> and clicking on “Marshall University Policies.” Or, you can access the policies directly by going to <a href="http://www.marshall.edu/academic-affairs/?page_id=802">http://www.marshall.edu/academic-affairs/?page_id=802</a> Academic Dishonesty/ Excused Absence Policy for Undergraduates/ Computing Services Acceptable Use/ Inclement Weather/ Dead Week/ Students with Disabilities/ Academic Forgiveness/ Academic Probation and Suspension/ Academic Rights and Responsibilities of Students/ Affirmative Action/ Sexual Harassment

### Required Texts, Additional Reading, and Other Materials

1. *FYS recommended readings and resources related to the five learning outcomes:*  
<http://www.marshall.edu/fys/textbook-readings-and-resources/>
2. Ch 5 (CTIC): “The Marshall Experience” <http://www.marshall.edu/fys/textbook-readings-and-resources/>
- 3.

- Syllabus, Various FYS suggested readings, various journal articles, The Declaration of Sentiments. Various laws and congressional acts resulting from the waves of feminism. These will be handed out in class and/or uploaded to blackboard, various TED Talks pod casts, American Life pod casts.
- The film *Iron Jawed Angels*
- Christina Summers: Factual Feminism Podcasts and Readings

- Dr. Anne Fausto-Sterling, *Two sexes are not enough.*
- Title IX
- Affirmative Action
- Sojourner Truth *Ain't I a Woman?*
- Joreen Freeman's *Bitch Manifesto*
- Lois Gould's, *X: A fabulous child's story*
- Rampton's *Four Waves of Feminism*
- Marilyn Frye's *Birdcage Metaphore*
- Frederick Douglas Speech and *The Declaration of Sentiments*
- Friedan's *Feminine Mystique* quotes
- Essay from Steinem's *Outrageous Acts and Everyday Rebellions (If men could menstruate)*
- DSM II-III controversy 1973
- Watch Malala's speech to the UN
- Peay's *Fourth Wave Feminism*
- Comstock Act
- Chinese Exclusion Act
- American Disabilities Act
- Civil Rights Act

**Course Description:** Students will learn integrative/critical thinking skills integral to life-long learning through discussion, interaction, discovery, problem solving, writing, research, reflection and examination of multicultural/international issues.

**Course Theme:**

A course designed to enhance the development of critical-thinking skills and the Waves of Feminism and the application to historical and benchmark contributions to academia and society as a whole. The waves of feminism are separated by timewaves of history. Learning about the benchmarks in history as seen through the lens of feminism will allow the students to see there is "Herstory" as well as "History." Many of these benchmarks such as the 19<sup>th</sup> amendment, the civil rights act, the American Disability Act and other historical Hallmarks can be attributed to our strife for equality. Understanding how these major historical strides relate to the waves of feminism will help students have a more holistic worldview and appreciate the privileges we have today due to the quest for equality. It will provide the need to understand why and how the Waves of Feminism is important to learn about. Additional in class pod casts and activities will occur. This syllabus is subject at instructor discretions.

**Course Philosophy:** FYS is a part of the university's general education requirements. We believe that understanding and utilizing our five cores area fundamental and essential part of life. We also believe that improving both your understanding and integrating skills with your ability to inquire and integrate will serve you well in your career, your relationships, and your civic life.

This course is designed to help you become more confident, more articulate, and better able to interpret and apply the skills acquired in this course throughout your academic career and life. Our class concepts will be divided into 6 chunks or areas of study. I have outlined the chunks for your review.

## Course Outcomes

The overall goal of this class is to start practicing using the tools and skills that any college graduate will need in work and in life. By the time you graduate from Marshall University, you will be a much better problem solver than you are now. You will have expertise in using nine major tools (alone or together) to understand an issue, accomplish a complex task, or fix a problem. The nine tools (aka the Marshall University Learning Outcomes) are:

- Communication fluency
- Creative thinking
- Ethical and civic thinking
- **Information literacy** ←
- **Inquiry based thinking** ←
- **Integrative thinking** ←
- **Intercultural thinking** ←
- **Metacognitive thinking** ←
- Quantitative thinking

In this class, you will dig in and practice using five of the above tools right away (the ones in bold):

Learning Outcome	How you will practice the outcome in this course	How your achievement of the outcome will be assessed
<u>Information Literacy:</u> You will <ul style="list-style-type: none"> <li>- <b>revise</b> your search strategies and <b>employ</b> appropriate research tools,</li> <li>- <b>integrate</b> relevant information from reliable sources,</li> <li>- <b>question and evaluate</b> the complexity of the information environment, and</li> <li>- <b>use</b> information in an ethical manner.</li> </ul>	<ul style="list-style-type: none"> <li>• Information Literacy related readings and resources: <a href="http://www.marshall.edu/fys/textbook-readings-and-resources/">http://www.marshall.edu/fys/textbook-readings-and-resources/</a></li> <li>• Assigned classroom readings</li> <li>• Dialogs</li> <li>• Classroom discussions</li> <li>• Quizzes</li> </ul>	<ul style="list-style-type: none"> <li>• Final exam</li> </ul>
<u>Inquiry Based Thinking:</u> You will <ul style="list-style-type: none"> <li>- <b>formulate</b> focused questions and hypotheses,</li> <li>- <b>evaluate</b> existing knowledge,</li> <li>- <b>collect</b> and <b>analyze</b> data, and</li> <li>- <b>draw</b> justifiable conclusions.</li> </ul>	<ul style="list-style-type: none"> <li>• Inquiry based thinking related readings and resources: <a href="http://www.marshall.edu/fys/textbook-readings-and-resources/">http://www.marshall.edu/fys/textbook-readings-and-resources/</a></li> <li>• Film</li> <li>• Assigned classroom readings</li> <li>• Quizzes</li> </ul>	<ul style="list-style-type: none"> <li>• Final exam</li> <li>• Film analysis</li> <li>•</li> <li>•</li> </ul>

	<ul style="list-style-type: none"> <li>• Dialogs</li> </ul>	
<u>Integrative Thinking:</u> You will <ul style="list-style-type: none"> <li>- <b>make connections</b> among varied disciplines, domains of thinking, experiences, and situations.</li> <li>- <b>Transfer skills</b> and <b>learning</b> among varied disciplines, domains of thinking, experiences, and situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Integrative thinking related readings and resources:  <a href="http://www.marshall.edu/fys/textbook-readings-and-resources/">http://www.marshall.edu/fys/textbook-readings-and-resources/</a></li> <li>•</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Final exam</li> <li>• Film analysis</li> <li>•</li> <li>•</li> <li>•</li> </ul>
<u>Intercultural Thinking:</u> You will <ul style="list-style-type: none"> <li>- <b>evaluate</b> generalizations about cultural groups,</li> <li>- <b>analyze</b> how cultural beliefs might affect communication across cultures,</li> <li>- <b>evaluate</b> how specific approaches to global issues will affect multiple cultural communities, and</li> <li>- <b>untangle</b> competing economic, religious, social or geographical interests of cultural groups in conflict.</li> </ul>	<ul style="list-style-type: none"> <li>• Intercultural thinking related readings and resources:  <a href="http://www.marshall.edu/fys/textbook-readings-and-resources/">http://www.marshall.edu/fys/textbook-readings-and-resources/</a></li> <li>• Quizzes</li> <li>• Film viewing</li> <li>• Podcasts</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Film analysis</li> <li>• GEAR</li> </ul>
<u>Metacognitive Thinking:</u> You will <ul style="list-style-type: none"> <li>- <b>evaluate</b> the effectiveness of your project plan or strategy, and</li> <li>- <b>determine</b> the degree of improvement in your knowledge and skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Read Ch 5 (CTIC): “The Marshall Experience”</li> <li>• Metacognitive thinking related readings and resources:  <a href="http://www.marshall.edu/fys/textbook-readings-and-resources/">http://www.marshall.edu/fys/textbook-readings-and-resources/</a></li> <li>• Dialogs</li> <li>• Quiz</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• GEAR</li> </ul>

#### Course Requirements/Due Dates

1. GEAR: Friday before Dead Week (sections due throughout semester)
2. Dialog Journal Friday of Dead Week
3. Analysis Papers Week 5 and Week 10
4. Final Exam: To Be Determined

**Dialogue Journal (100 pts):** Students will keep a dialogue journal of readings to bring to class. These journals must contain a minimum of 2 quotes per chapter with student interpretations and

in-text citations. These may be collected at the end of the semester and returned prior to the final exam for use on the final exam.

### **Two Papers (60 points each-120 points total):**

During our class time, we will discuss the assigned readings and often apply and/or practice concepts and skills during in-class activities (which will occasionally require some out-of-class preparation time). Two times during the semester, you will write a brief paper relating the ideas from a group of readings and associated class activities to your experiences and artifacts. You may use a film, class activities, classroom readings and other related activities to this course for your first two papers. The papers must apply concepts of artifacts in the waves of feminism as discussed in class to a film of your choice (through instructor approval). You may select topics that you find to be exciting, interesting, beneficial, or surprising. Your score for each paper will be based on the quality of your assessment (enough concepts are used to show your knowledge of the inquiry and integrative thinking, the concepts used are appropriate for the event/experience being described and you did not overlook more appropriate concepts, your ideas are clear and consistent and rich with content).

### **Final Project (100 points)-Your GEAR ASSIGNMENT**

Apply your findings regarding your chosen artifact from your assigned readings, classroom material and research you have explored on your own. There must be a minimum of 3 sources for your references, in-text citations are expected for the written portion of this project. The written portion of this project should be 3 to 5 pages in length double spaced, 12-point font with one inch margins.

### **Quizzes and Exams (80 points)**

There will be 3 to 6 quizzes (10 points each), a midterm exam and a final exam that will be given to allow you to demonstrate your knowledge and understanding of the concepts we've studied, some of which will include "all of the above," "none of the above," and "a and c" options. Most of the questions will be drawn from your readings, however, questions taken from in-class activities and information shared during class will also be included.

### **Grading Policy**

That maximum number of points that can be earned in this course is 400. Grades (A through F) will be based on the point scale presented below, which roughly represents a percentage scale with 90-100% earning an A, 80-89% earning a B, 70-79% earning a C, 60-69% earning a D, and scores at 59 or below earning an F for the course. The table below shows the range of points for each range of percentages.

<b>A</b>	360-400	90 – 100%
<b>B</b>	320-359	80 – 89%
<b>C</b>	280-319	70 – 79%
<b>D</b>	240-279	60 – 69%
<b>F</b>	239 or below	0 – 59%

I will calculate your final grade using the following weights:

Informal Writing: 30%

Dialogs: 25%

Reading quizzes: 10%

Final project: 25%

Final Exam: 10%

GEAR Upload: This is your final project and will be uploaded to blackboard

Percentage ranges for final grades are as follows:

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = 0-59%

## **FYS 100 ATTENDANCE POLICY (for all sections meeting MW or TR)**

Regularly attending your FYS class is crucial to your success as a student. Class attendance is important because the reality is that you have to be there to participate and benefit from class discussions, which are structured learning events. Being on time for class and attending all class meetings is expected. Period.

### **EXCUSED ABSENCES**

1. University-sponsored academic activities (performing arts, debate and individual events, honors classes, ROTC); official athletic events; other university activities (student government).
2. Student Illness or Critical Illness/Death in the Immediate Family: "Immediate Family" is defined as a spouse/life partner, child, parent, legal guardian, sibling, grandparent or grand- child. **\*Routine doctor appointments are not excused. Appointments should be scheduled around your classes.**
3. Short-Term Military Obligation
4. Jury Duty or Subpoena for Court Appearance
5. Religious Holidays

### **Student's Responsibility**

- Provide appropriate documentation to Dean of Student Affairs for excused absence. Learn how the process works here: [http://www.marshall.edu/catalog/undergraduate/ug\\_10-11\\_published.pdf](http://www.marshall.edu/catalog/undergraduate/ug_10-11_published.pdf)
- Request opportunity to complete missed work **immediately upon return to class.**
- Be aware that excessive absences—whether excused or unexcused—may affect your ability to earn a passing grade.
- Regardless of the nature of the excused absence, you are responsible for completing all coursework **prior to the end of the semester.**

### **Make-up work for Excused Absences**

Because FYS is an interactive class, students who miss class due to University-excused activities will be provided with an alternative assignment that connects to the activities in the missed class session.

### **UNEXCUSED ABSENCES**

- If you miss two classes, expect an email/notification from your instructor
- If you miss a third class, you will face:
  - Automatic one letter grade deduction in the course
  - Mandatory meeting with instructor. At the instructor's discretion, you may develop a plan of improvement, and if you meet its criteria, you may have the chance to potentially earn back the letter grade deduction. Keep in mind this option is at the instructor's discretion. (Improvement plan options could include activities with the Student Resource Center.)
- If you miss a fourth class, the previous letter grade deduction stands. (Improvement plan will not change this grade.)
- Subsequent missed classes will result in additional letter grade deductions

### **Assignment Policies**

**You must turn in every assignment. Failure to do so can result in failing the course.**

Unless explicitly stated, written assignments will be submitted electronically via Blackboard. If you have trouble submitting via Blackboard, e-mail the assignment to the instructor before the deadline for full credit.

All assignments should be **typed in 12-point font, double-spaced, with one inch margins on all sides** (except dialogs).

**Please proofread your work!** Typos and grammatical errors may result in the lower grade on the assignment (except dialogs).

**Late assignments will be accepted through dead week.** The assignment will not be accepted after dead week. There can be a 50% reduction of points for assignments more than one week late.

**Online Policy:** Each of your final projects will be uploaded to either blackboard or a class website. You will be able to view and evaluate each other's projects. Feedback from peers is expected and will be graded.

**Questions about grades:** All questions about graded assignments or exams must be brought to the instructor within one week of the day the grade is posted. Your instructor will schedule an appointment to discuss the assignment outside of class time.

**Consultations:** Please do not wait until the night an assignment is due to realize that you are unsure of what is expected. Uncertainties can always exist. It is your instructor's intention to do everything s/he can to help you learn the material of the course. If you do not understand an assignment, ask. The excuse, "I didn't know what was expected," will not be accepted as justification of poor performance.

### **Email Policy**

Email is the preferred medium for contacting your instructor. It should be used to set up appointments and ask short questions. The instructor will generally respond to your inquiry in one business day.

### **Classroom Policies**

**Let's make our classroom an oasis of civility. Please do not use your cell phone during class time.** The only case when the use of cell phones in class is acceptable is an emergency that requires you to dial 911 or campus police. **The first time you use your cell phone in class, your instructor will ask you to put it away. Thereafter, the instructor may ask you to leave class for the day and count it against your attendance record.**



Students arriving late are not to disrupt presentations, but should remain quietly outside the classroom until the speaker is finished. Anyone needing to leave early should inform the instructor before class, sit near the door, and leave in between presentations.

### **Academic Dishonesty**

**Plagiarism:** Copying another's work without proper citation of the source constitutes plagiarism. Plagiarism in any form will not be tolerated. A student that is found plagiarizing another's work will automatically receive an "F" on the assignment and may be subject to further university discipline.

**Cheating:** According to university policy, cheating is defined as the use of any unauthorized materials during an academic exercise to include notes, study aids etc. Cheating also includes the viewing of another person's work or securing any part of an assignment or examination in advance of distribution by the instructor. Cheating will not be tolerated in this class and will result in an automatic "F" for the class and the possible recommendation of suspension or expulsion from the university.

**Course Schedule \*subject to change\***

<b>Week</b>	<b>Reading Assignments/In-class Topics and Activities</b>
Week 1	Introduction Syllabus Quote interpretation The Marshall Experience Quiz Dialog discussion
	Notes:
Week 2	What is Feminism? Four Waves of Feminism Timeline of the Waves of Feminism Dialog discussion
	Notes:
Week 3	Declaration of Sentiments Frederick Douglas Speech Chinese Exclusion Act Dialog discussion
	Notes:
Week 4	Quiz Viewing of Iron Jawed Angels Dialog discussion
	Notes:
Week 5	Comstock Act TITLE IX Affirmative Action Dialog Discussion
	Notes:
Week 6	<b>Film Analysis Due:</b> Feminine Mystique discussion Birdcage Metaphor If Men Could Menstruate Dialog Discussion
	Notes:
Week 7	Quiz
	Notes:
Week 8	Viewing of Misrepresentation Dialogue discussion

	Notes

Week 9	Continuing work on final project and dialogues
	Notes
Week 10	Film and or discussions
	Notes
Week 11	Spring Break
Week 12	Revisions of final project
	Notes
Week 13	Revisions of final project
	Notes
Week 14	Practice Final Exam
	Notes
Week 15	Final Project Submission
Week 16	Last minute revisions and conferences
<b>Final Exam as Scheduled by the University</b>	

**GEAR (General Education Assessment Repository):** The students GEAR submission, which the university requires, is their final project. The university requires. Students will create an artifact reflective of one wave of feminism. Example resources to come. The first phase is the topic and results of brainstorming, the second phase is source of inquiry, the third phase is the outline or rough draft and final phase is the polished submission.

**Fleshing out GEAR:**

**Interviews** will be unedited, recorded via audio or audio and visual. Students will write a brief introduction stating what they knew about the person prior to the interview, the interviewee's qualifications to speak on the subject and how they come to know about this person. The Interview is the second part of the project and the final stage is a reflection paper with the student's interpretations and opinions on the interview and how it contributes to the waves of feminism.

**Zines:** These are mini magazine articles that will focus around an artifact in the waves of feminism. For example, you may choose to do a Zine on Non-Gender specific bathrooms, you may want to have information from the DSM conflict surrounding homosexuality, possibly gay marriage, just be creative. I will be bringing a sample. This will contain images, sources and be something you will be proud to put your name on. You will need to produce sources, a topic, an outline or rough draft and final polished submission.

**Memes:** Will be similar to the requirements for the Zine, however, it will follow more of a story board format. You will still need to have sources, outline or rough draft and final polished project submission.

**Political Cartoon:** This will take much more preparation than what the final product appears. You will need to really flesh out what you want to convey in a short cartoon. This is great for people who like to sketch! You will still need to have your sources, topic and outline your main focus of the cartoon and draft how you plan on getting your message across. This will require a final submission paper with the cartoon with the sources, pros and cons of the statement and its impact on the waves.

**Port folio:** This will require several quotes, writings, questions with answers, pictures, graphs sources, an outline or rough draft. The outline should be translated into a table of contents. The final polished project will be uploaded. I will bring examples of this as well.

*Those of you who are really wanting to do something different bring it to me we will discuss and upon my discretion allow you to do something different that is equally as challenging.*