

# HONR228: 02

## Women in Leadership & Public Service Syllabus

### Fall 2017

#### COURSE DESCRIPTION

This course is designed to provide students who have an interest in leadership with ideas, information, and insights that pertain to women and leadership. In particular, students will discuss how women in the United States strategically use communication to achieve leadership positions and rights, the barriers that women face as they fight to attain these objectives, and the tactics women leaders use to overcome obstacles and influence policy debates. This class will not train students to become better leaders; instead, the course is based on the assumption that knowing about women and leadership will impact how students exercise authority and influence in the future.

Using real life examples, we will uncover women's leadership traits, how they grapple with double binds, and the ways in which women leaders overcome issues of discrimination and prejudice. Students should keep in mind that topics pertaining to women and leadership are embedded in America's past. Given this, we will also place the subject in a historical context by studying women's leadership strategies within the suffrage and women's liberation movements. Additionally, students will draw connections between the eras in American history by investigating topics relating to the authority and influence that contemporary leaders exert in the political arena. For instance, we will examine women's participation on the Supreme Court, how women have influenced policy debates by obtaining key political positions, and how their work has changed perceptions of women in political leadership positions.

Students who enroll in this course should remember that our focus is on women and leadership particularly, rather than on women generally. While all gender issues relate to all other gender issues, the constraints of time require that we stay focused. Also, tackling the topic of women in leadership and public service cuts across many disciplines; therefore, we will discuss the experiences of women as leaders by examining research from various fields of study including business, communication, history, political science, and psychology.

#### COURSE OBJECTIVES

By the end of this course, students should be able to:

1. identify and explain the major social, political, and cultural trends that affect women in leadership and public service;
2. evaluate and compare how women leaders use communication to achieve social change through movement activism;
3. critically examine the current and historical contexts within which issues of women and leadership are embedded;
4. identify and articulate the stereotypes and prejudices that effect women in leadership positions while also explaining how women use communication to overcome these barriers; and
5. locate, interpret, and synthesize relevant research in oral and written assignments.

Furthermore, since this course part of the College Core Curriculum, American History students will demonstrate knowledge of:

6. a basic narrative of American history: political, economic, social, and cultural, including knowledge of unity and diversity in American society;
7. common institutions in American society and how they have affected different groups; and
8. America's evolving relationship with the rest of the world.

#### ANGELA MCGOWAN, PHD

##### CONTACT INFORMATION

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- ❖ Office Phone: 716-673-3260
- ❖ Email: [mcgowan@fredonia.edu](mailto:mcgowan@fredonia.edu)
- ❖ E-portfolio:  
<http://angelammcgowan.weebly.com>

##### OFFICE HOURS

- ❖ MWF: 9:00-10:30 a.m.
- ❖ Tuesday: By appointment only

##### CLASSROOM

- ❖ Tho-HL E316

##### MEETING TIME

- ❖ MWF: 11-11:50 a.m.

## COURSE READINGS

It is expected that students complete the assigned daily readings prior to attending class so that they are well positioned to actively participate in the class discussion. Additional readings, including journal articles and popular press articles not found in the course books, will be available through OnCourse and Google Drive.

- Eagly, A.H. & Carli, L.L. (2007). *Through the labyrinth: The truth about how women become leaders*. Boston, MA: Harvard Business School Press. ISBN: 978-1422116913
- Flexner, E., & Fitzpatrick, E. (1996). *Century of struggle: The woman's rights movement in the United States* (3<sup>rd</sup> revised edition). Boston, MA: Belknap Press. ISBN: 978-0674106536. Enlarged edition
- Griffith, E. (1985). *In her own right: The life of Elizabeth Cady Stanton*. New York, NY: Oxford University Press. ISBN: 978-0195037296
- Gutgold, N.D. (2012). *The rhetoric of Supreme Court women: From obstacles to options*. Lanhan, MD: Lexington Books. ISBN: 978-0739172520
- Jamieson, K.H. (1995). *Beyond the double bind: Women and leadership*. (1<sup>st</sup> ed.) New York, NY: Oxford University Press. ISBN: 978-0195089400
- Rosen, R. (2006). *The world split open: How the modern women's movement changed America*. New York, NY: Penguin Books. ISBN: 978-0140097191

## COURSE POLICIES

- ❖ **Attendance:** Class begins promptly at 11:00 a.m. and the professor will take attendance at the start of class. Students who arrive late or leave early will be penalized. Arriving late (after 11:00 a.m.) or leaving early 4 times equals one absence. If you will be more than 10 minutes late to class, please do not come in the classroom. You have missed class for the day and will be marked absent.

You are permitted up to 5 absences. Upon your 6<sup>th</sup> absence, regardless of reason, your final grade will be reduced 10 points per absence. Missing class for a university sanctioned activity is the only absence that will be excused (i.e., artistic performances, research conferences, intercollegiate athletic events, student government, required class field trips). If your absence is excused and you miss class the day of an in-class graded assignment, such as an application assignment, you can make-up the points by writing a 250 word essay that discusses the course content examined the day you missed and connecting the content to real life. You must submit the typed essay within 24 hours of the missed class. It is your responsibility to get the notes you missed.

The professor will keep track of attendance in OnCourse. The attendance key is as follows: P-Present, L-Late, E-excused, LE- left early, A-Absent. Students are responsible for checking their attendance and notifying the professor of a discrepancy.

- ❖ **Class Etiquette:** The content of this class has the potential to stir up strong emotional reactions, because you will encounter ideas and theories that challenge you. A student's decision to stay enrolled in the class is an agreement to approach all course content with a critical academic lens. Above all, participants must treat each other and the professor with respect. The most fundamental way to respect class participants is to complete daily readings, listen to others, and ground your own comments in principles of critical thinking. Class discussions should take place within the context of academic inquiry and in the spirit of understanding diverse perspectives and experiences. Do not engage in private conversations, interrupt another student who has the floor, keep cell phones on, or show general signs of disrespect for the course, professor, or other students. Non-course related materials, such as newspapers and items from other courses, must be stowed away when class begins.
- ❖ **Content Notice:** At times during the semester, we will discuss historical events that may be sensitive and emotional, even disturbing, to some students. If you suspect that specific material will be emotionally challenging for you, please discuss your concerns privately with the professor before the subject comes up in class. If you feel the need to step outside during a class discussion you may do so without academic penalty. You will, however, be responsible for any material you miss. If you do leave the room, please make arrangements to get notes from another student and to meet with the professor individually to discuss the situation.

- ❖ **Late work:** Assignments are due in hard copy and/or via dropboxes in OnCourse within the first 5 minutes of class (by 11:05 a.m.). Deadlines apply even if you are not in class the day the assignment is due. Late assignments will only be accepted under unique and extreme circumstances. Failures of technology (e.g., “my computer crashed,” “the Internet was down,” “the file won’t open,” “the printer was broken”) and an inability to complete an assignment on time because of one’s work schedule, other coursework deadlines, or extracurricular obligations are not considered dire circumstances. Turning in an assignment late requires professor approval at least 24 hours before the assignment is due. Assignments may not be accepted or receive a severe grade deduction (30%) if turned in late. Assuming you have professor approval, late work will only be accepted up to 3 days after the due date. Moreover, all arrangements for missing a presentation must be made at least 24 hours prior to the time the presentation is scheduled. If such arrangements are not made, then you may not be allowed to make up the presentation and will earn a zero for the assignment.
- ❖ **Written work:** Your research should come from peer-reviewed journal articles, books written by scholars or professionals who are experts in their fields, substantive news articles that are reliable sources of information on events and issues of public concern and/or non-bias websites. The course textbooks and readings available through OnCourse do not count toward the source requirement, yet, should still be cited when applying course concepts, theories, or strategies discussed in the readings.

Some written assignments will be submitted online using Turnitin. Turnitin will check your submission against stored student assignments, the Internet, journals, periodicals, and publications. Then, Turnitin will run an Originality Report on each assignment. If the report exceeds the maximum percentage, the professor may not accept the student’s assignment.

All written work must be (1) submitted in hard copy by the start of class and (2) written in APA style: justified left, 1” margins, double spaced, running head including page numbers in top right corner, stapled, contractions written out, and typed in 12-point Times New Roman font. APA resources are posted on OnCourse. Also refer to the American Psychological Association (<http://www.apastyle.org>) and Purdue Owl (<http://owl.english.purdue.edu/>) for the most current rules for APA.

If you would like the professor to review a draft of a written assignment, you must email her the complete paper at least 6 days before the assignment is due. She will not proofread the document but will instead discuss the merits of the submission.

- ❖ **Team Projects:** For each project that requires you work with another student: (1) grades will be assigned to the pair as a whole and (2) each student will complete an evaluation form, which includes assigning a grade, to indicate the relative participation and contribution of each group member. If a group member is sick on the day of a group presentation, the group will still deliver the presentation on the scheduled day and time while the other student will deliver his or her portion of the presentation when she or he returns to school.

The following sanctions will be imposed by group members when a peer violates the group’s code of conduct: (1) give a verbal warning, (2) give a written warning through email and include the professor on the email, (3) have a group meeting with the professor to discuss the problem, and (4) the group member is dismissed from the group and will complete the assignment on his or her own. The dismissal of a group member must happen 7 days prior to the assignment’s due date.

- ❖ **Technology:** Students enrolled in this course must have Internet access available to them, including e-mail and website access, and have the basic knowledge needed to efficiently use these Internet technologies. Course assignments and supplemental readings will be available through OnCourse. You are responsible for retrieving documents (assignment guidelines, rubrics, handouts, readings, etc.) from OnCourse.

The professor may ask you to use your mobile phone to conduct research during class and contribute to class discussion. Regardless, technology cannot be used during in-class assignments, such as pop quizzes, to check social media, text message, or to take pictures of course content that is projected or written on the board. Laptops and tablets are not required for class but you may be asked to bring them on specific days. Information Technology services has equipment available for checkout (<http://www.fredonia.edu/its/servicecenter/equip.asp>).

- ❖ **Communicating with Professor:** The professor will communicate with you through your Fredonia e-mail account. Email is the best way to communicate with the professor, and she will check her Fredonia email between 9 a.m. and 5 p.m. Unless the professor is traveling, it is the weekend, or Fredonia has a university sanctioned break, the professor should reply to you within 48 hours. You also can communicate with her via Google Chat (gchat) anytime there is a green dot next to her name. Click on this link to learn how to start a chat in Gmail <https://support.google.com/chat/answer/161880?hl=en>

## COURSE ASSIGNMENTS

To view complete descriptions of course assignments and rubrics go to: OnCourse > HONR228 > All Assignment Guidelines & Rubrics > select the assignment you'd like to learn more about. Please note that there will be no exams given in the course; instead, understanding of course content will be assessed through papers, oral presentations, in-class activities, and discussion.

- 1. Suffrage Movement Co-Teaching/Oral Report & Essay (300 total points):** As you read about the suffrage movement, you will encounter brief histories of women who were involved in passage of the Nineteen Amendment and the circumstances that influenced their efforts. As a group, you will teach the class about the women and activities that are discussed in that day's assigned readings. To accomplish this task, you will research the lives of four suffragists and pertinent events, write a 1000-1250 word (~4-5 pages) essay, and deliver a 12-15 minute oral presentation that uses a visual aid. In your essay and presentation, your group should provide a brief history of each person, explain the historical context, identify similarities and differences between the subjects, overview strategies the activists used to achieve suffrage, articulate the effectiveness and consequences of those actions, explain the leadership qualities the women possessed, and clarify the life lessons you garnered from the women. Your emphasis should be on creating understanding beyond what is covered in the books.
- 2. Primary Source: A Connection to the Past (200 total points):** During the unit on the women's liberation movement, you will be assigned one day to locate and present a primary source document that relates to the topic being discussed in class. Primary sources include photographs, audio and video recording, journals, letters, speeches, newspaper and magazine articles, government publications, films, postcards, posters, advertisements, interviews with participants, songs, plays, poetry, stories, drawings, etc. During your 2-3 minute oral presentation, you should adapt the primary source and explanation to classmates' interests and levels of knowledge and be prepared to respond to questions from your peers. To successfully complete the assignment you must:
  - locate at least one primary source that demonstrates a concept discussed in the assigned readings and bring the example to class.
  - construct a 250-500 word (~1-2 pages) essay that uses outside research to explore the connection between the course concepts and primary source.
  - deliver a 2-3 minute presentation that uses outside research on specific concepts from that day's readings to uncover the significance of the primary source. You will use the projection equipment to display the example and may also use PowerPoint.
- 3. Women in Leadership Biography & Oral Presentation (300 total points):** This assignment asks you to examine the life and personality of a live or deceased woman who has had a profound impact on a particular industry in the United States. After you identify a leader that we have not discussed in class, you should use academic sources to account for her background and accomplishments. The 1250-1500 word (~5-6 pages) essay should discuss for her significance, the major events in her life, and use knowledge gleaned from the course to describe the subject's key characters and leadership traits. The paper should conclude with an explanation of how women in the twenty-first century benefit from the woman's efforts. The essay should be organized chronologically and include examples along with direct quotes from the subject. Then, during the final exam time, students will demonstrate expertise on the topic by delivering a 4-minute oral presentation that summarizes the essay's major findings.
- 4. Participation (200 total points):** This course is premised on active discussion and students are expected to come to class having completed the readings and ready to discuss the content. Participation consists of more

than attendance – students will be assessed on frequently of participation, quality of comments, listening skills, attitude, ability to work with others, and behavior. Furthermore, on specific days students will be asked to bring in an example of course content and include a short (200-300 word) summary that explains how the example demonstrates a course concept discussed that day. Students may also be asked to complete discussion questions and do outside research on topics prior to attending class. Additional examples of conduct that contribute to a class participation grade are posted on OnCourse.

- a. 3 “bring in an example of course content” assignments 25 points each/75 points total
- b. ERA debate preparation & participation 25 points
- c. Sanberg’s TedTalk & First Ladies video discussion questions 10 points each/20 points total
- d. In-class activities and discussion participation 80 points

## COURSE GRADING

- ❖ After a grade is returned, students must wait 24 hours prior to inquiring about the grade. Then, students have 6 days to resolve questions about the grade. If you wish to discuss a grade, you must set up an appointment with the professor no later than 3 days after the assignment is returned. Prior to the meeting, you should go through the assignment, the rubric, and compare the feedback to the qualifications for the letter grade you are seeking. A grade will be finalized if unquestioned on day 7 after the time of grade distribution.
- ❖ The professor does not discuss grades over email.
- ❖ All grades are kept in OnCourse and will be updated regularly.
- ❖ Final grades are based on an absolute points total. Your final grade is a function of the number of points earned in the course divided by the total number of points, yielding a percentage. The scale shown is used to compute final grades. Borderline grades may, at the discretion of the professor, receive the next highest letter grade. Borderline cases are defined as scores within two points of the next highest grade (e.g., you earned 898 points but need 900 points to make an A).

Final Grade		
A	940-1000	94-100%
A-	939-900	90-93%
B+	899-870	87-89%
B	866-840	84-86%
B-	839-800	80-83%
C+	799-770	77-79%
C	769-740	74-76%
C-	739-700	70-73%
D+	699-670	67-69%
D	669-640	64-66%
D-	639-600	60-63%
F	599-below	59-below

## COURSE GRADING CRITERIA

- A”— Artistic Mastery! This is an assignment that is expertly researched and exceptionally written. ‘A’ work is highly creative in synthesizing relevant concepts, uses language eloquently, and delivers polished work with original arguments and new insights. The assignment exceeds expectations and minimum requirements.
- “B”— Better’n Most! This is an assignment that is well done and above average. ‘B’ work demonstrates good research, solid conceptual synthesis, and superior writing mechanics by integrating concepts effectively and exceeding minimum requirements for analysis. The assignment suggests a decent effort but has some flaws to fix.
- “C”— Competent Comprehension. This is an assignment that shows satisfactory completion of minimum requirements and guidelines. ‘C’ work demonstrates a basic comprehension of fundamental concepts and applications while meeting assignment guidelines, but shows errors in concepts, critical methodology, formatting, spelling, and/or grammar and does not synthesize information. The assignment is average, criteria was attempted but confusing, and suggests minimum effort.
- “D”— Deficient. This is a passing grade with serious deficiencies in research, conceptual understandings, or clarity. ‘D’ work shows an unsatisfactory completion of minimum requirements, does not synthesize information, and/or conceptual understandings and writing skills that are sub-par. Therefore, the assignment is deficient, below average, and indicates negligible effort.

## COURSE ETHICS

Conduct that violates academic integrity includes issues such as fraud, cheating, collusion, and the following:

- ❖ Dishonesty. This is lack of integrity exhibited through lying, cheating, defrauding, or deceiving. Examples of dishonesty include: copying/submitting the work of another, allowing one's own work to be copied, reading without the professor's consent a copy of the examination prior to the date it is given, submitting the same work in more than one course without the express permission of the professor(s); or disclosing or accepting information if one takes a test at a different time than other students in the same course.
- ❖ Plagiarism. Plagiarism is stealing or using the ideas or writings of another as one's own. It involves failure to acknowledge material copied from others or failure to acknowledge one's indebtedness to another for the gist of important thoughts in a formal statement, written or oral. For instance, copying and pasting directly from a web page without using APA quotations clearly constitutes plagiarism. Charges of violating academic integrity shall be handled according to established student discipline procedures. When the professor suspects a violation of the Academic Integrity Policy, she will collect necessary information and materials related to the offense and then contact the student. If the professor finds that a violation has occurred, she will use the Academic Integrity Incident Report form to report the issue to the department chair. To read about additional action, please see the Academic Integrity Policy and Procedures detailed on the "University Policies" website. Review the SUNY Fredonia Academic Integrity Policy by going to <http://www.fredonia.edu/studentaffairs/JudicialAffairs/policies.asp#academic>.

## TUTORING SERVICES

- ❖ The Learning Center provides free, confidential, nonbiased, collaborative tutoring services as a way of enabling students to succeed in their course work. The goal of tutoring is to help you with your assignment in a way that will help you become more successful in all of your classes. Learning Center: Carnahan-Jackson Center, Reed Library, Fourth Floor. Phone: 716-673-3550.

## LEARNING ACCOMMODATIONS

- ❖ Reasonable accommodations are available to students with documented disabilities at SUNY Fredonia.
- ❖ Students who may require instructional and/or examination accommodations should contact the office of Disability Support Services for Students (DSS), located on the 4th Floor of the Reed Library (716-673-3270 or [disability.services@fredonia.edu](mailto:disability.services@fredonia.edu)). The DSS coordinator will review documentation and determine accommodations on a case-by-case basis. DSS will notify the professor with an accommodation letter that verifies that the student has registered with the DSS office and describes any accommodations approved for the student.
- ❖ After the student has met with the DSS coordinator, she or he should contact the professor to discuss any needed accommodations. It is at that point that the professor will make accommodations.

### References

- Kellerman, B. (2014). *MLD-324M: Women and leadership syllabus*. Retrieved from <https://sites.hks.harvard.edu/syllabus/MLD-324M.pdf>
- Palczewski, C. H. (2012). *Comm4216: Political communication syllabus*. Retrieved from <http://www.uni.edu/palczews/PolComm.htm>

**TENTATIVE COURSE SCHEDULE\***

Week	Day	Discussion Topic	Reading Due	Assignment Due
<b>Unit I: Background: Women and Leadership</b>				
<b>1</b>	8/21	Course Introduction		
	8/23	Women as leaders: Glass ceiling, women as organizational leaders	E&C: Ch. 1, 2 Pew Research: OnCourse	Sign-up for participation topics (Google Drive)
	8/25	The differences: Leadership traits, family responsibilities, discrimination	E&C: Ch. 3, 4, 5	
<b>2</b>	8/28	Women as leaders: The psychology of prejudice, the double bind	E&C: Ch. 6, 7 J: Ch. 1	
	8/30	Women as leaders: Leadership styles, access to leadership, womb/brain double bind Discuss “suffrage movt” assignment guidelines	E&C: Ch. 8, 9 J: Ch. 3	Assigned Participation 1 & 2
	9/1	Sheryl Sanberg’s TedTalk, “Why we have too few women leaders”	Sanberg transcript: OnCourse KPMG: OnCourse	Participation: Sanberg DQ Sign-up for suffrage presentation topic (Google Drive)
<b>3</b>	9/4	<b>No Class</b>		
	9/6	Women as leaders: Navigating the labyrinth <i>Example: Failing in Silicon Valley</i>	E&C: Ch. 10 Mundy: OnCourse	Assigned Participation 3
	9/8	Double binds: Silence/shame, sameness/difference	J: Ch. 4, 5	Assigned Participation 4 & 5
<b>4</b>	9/11	Double binds: Femininity/competence, aging/invisibility <i>Example: Women in academia</i>	J: Ch. 6, 7 Lombrozo: OnCourse	Assigned Participation 6 & 7
	9/13	<b>No Class</b>		
	9/15	Women as leaders: Overcoming barriers in the workplace and alleviating the double binds	E&C: Ch. 11 J: Ch. 9	Assigned Participation 8
<b>Unit II: Women’s Leadership During the Woman’s Suffrage Movement: 1848-1920</b>				
<b>5</b>	9/18	Historical struggles: Position of American women up to 1800, the Republican Motherhood, organizing for change	F&F: Ch. 1, 3 Kerber: OnCourse (optional read) F&F: Preface	Suffrage presentation: Group I
	9/20	Suffrage: Beginnings of reform	F&F: Ch. 4 E.G.: Introduction (optional read) E.G.: Ch. 1, 2, 3	Suffrage presentation: Group II
	9/22	Seneca Falls Convention, lifelong friendships	F&F: Ch. 5 E.G.: Ch. 4 (optional read) E.G.: Ch. 5	Suffrage presentation: Group III
<b>6</b>	9/25	The suffrage movement & the Civil War	F&F: Ch. 6, 7 E.G.: Ch. 7 (optional read) E.G.: Ch. 6	Suffrage presentation: Group IV
	9/27	Post-Civil War feminists, emergence of suffrage movement	F&F: Ch. 10, 12 E.G.: Ch. 8 (optional read) E.G.: Ch. 9	Suffrage presentation: Group V

Week	Day	Discussion Topic	Reading Due	Assignment Due
	9/29	Women's organizations, unification of the suffrage movement	F&F: Ch. 13, 16 (optional read) E.G.: Ch. 10	Suffrage presentation: Group VI
7	10/2	Elizabeth Cady Stanton's legacy	E.G.: Ch. 11	Sign-up for primary source connection topics (Google Drive)
	10/4	20 <sup>th</sup> century suffrage movement, suffrage parades	F&F: Ch. 17, 19 Borda: OnCourse	Suffrage presentation: Group VII
	10/6	<b>No Class</b>		
8	10/9	Federal amendment obstacles & opportunities	F&N: Ch. 20, 21	Suffrage presentation: Group VIII
	10/11	Opposition to suffrage, anti-woman suffrage postcards	F&N: Ch. 22 Palczewski: OnCourse	
	10/13	Winning the right to vote, life post-suffrage	F&N: Ch. 23, 24	
<b>Unit III: Women's Leadership During the Woman's Liberation Movement: 1961-1979</b>				
9	10/16	Discontent and the early years <i>The Feminine Mystique</i>	R: Ch. 1 Friedan: OnCourse (optional read) R: Chronology	Primary Source Connection: Persons 1-3
	10/18	Kennedy administration, special commission on status of women, Title VII, Title IX, NOW	R: Ch. 2, 3	Primary Source Connection: Persons 4-6
	10/20	Origins of the liberation movement: The New Left, SNCC, Freedom Summers	R: Ch. 4	Primary Source Connection: Persons 7-9
10	10/23	Sexual revolution, Miss America Pageant protest <i>*Disclaimer: Topics discussed may be sensitive and thus cause distress. Please let the professor know if you have concerns about this subject.</i>	R: Ch. 5 Dow: OnCourse	Primary Source Connection: Persons 10-12
	10/25	Consciousness-raising, protests, <i>Ms. Magazine</i> , International Women's Year	R: Ch. 6, Ch. 8 (only pp. 291-294)	Reading augmentation: Persons 13-15
	10/27	Women's liberation & the media	R: Ch. 9 Dow: OnCourse	Primary Source Connection: Persons 15-18
11	10/30	Issue I: ERA versus STOP-ERA	R: Ch. 10 Foss: OnCourse	Participation: ERA Roundtable Discussion
	11/1	Issue II: Women's reproductive lives, Margaret Sanger <i>*Disclaimer: Topics discussed may be sensitive and thus cause distress. Please let the professor know if you have concerns about this subject.</i>	Bone: OnCourse Condit: OnCourse	Primary Source Connection: Persons 19-21
	11/3	Concluding thoughts: Femininity and feminism across two centuries	F: Epilogue (pp. 345-376) Campbell: OnCourse	Primary Source Connection: Persons 22-24
<b>Unit IV: Women as Leaders in Public Service</b>				
12	11/6	Getting there: Women's advancement to the public stage	Clark: OnCourse, Dolan: OnCourse (ignore pp. 276-279)	
	11/8	Women in U.S. House of Representatives	Pearson: OnCourse (ignore pp. 914-919/column 1)	Assigned Participation 9

Week	Day	Discussion Topic	Reading Due	Assignment Due
	11/10	Women in the U.S. Senate	Carlson: OnCourse Lawrence: OnCourse Newton-Small: OnCourse	Assigned Participation 10 Biography topic approved by professor (Google Drive)
13	11/13	Women in local politics Guest Speaker: Ms. Diana Cihak, founder of “Women Elect”	Thomas: OnCourse	Participation: Bring in 2-3 questions to ask Ms. Cihak. Questions should be informed by course readings.
	11/15	Women on the Supreme Court: Sandra Day O’Connor, Ruth Bader Ginsburg	N. G.: Ch. 1, 2, 3	
	11/17	Women on the Supreme Court: Sonia Sotomayor, Elena Kagan, Moving beyond gender	N. G.: Ch. 4, 5 (optional read) N.G.: Ch. 6	
14	11/20-11/25	<b>No Class</b>		
15	11/27	Women as Governors	Sheeler: OnCourse	Assigned Participation 11
	11/29	Women at the top of the ticket: Women as presidential candidates	Gibson: OnCourse Jencik: OnCourse	Assigned Participation 12
	12/1	America’s first ladies Watch C-SPAN’s “America’s First Ladies” in-class	CQ Researcher: OnCourse	Participation: First ladies DQ
<b>Unit V: Human Communication as a Means for Leading</b>				
16	12/4	Linguistic style, powerful vs. powerless speech	Bradley: OnCourse (ignore pp. 83-87)	
	12/6	Finding your voice: Leading with a feminine style of rhetoric	Campbell: OnCourse Vigil: OnCourse	
	12/8	Finding your voice: Leading with an invitational rhetoric	Bone: OnCourse Carrey: OnCourse	
<b>Finals Week</b>	W, 12/14 4-6 p.m.	Submit biography essay & deliver presentation		Biography essay & oral presentation

Key:

- ❖ E.C.: *Through the labyrinth: The truth about how women become leaders.*
- ❖ F&F: *Century of struggle: The woman’s rights movement in the United States.*
- ❖ E.G.: *In her own right: The life of Elizabeth Cady Stanton.*
- ❖ N. G.: *The rhetoric of Supreme Court women: From obstacles to options.*
- ❖ J: *Beyond the double bind: Women and leadership.*
- ❖ R: *The world split open: How the modern women’s movement changed America.*

\*Schedule Notes:

- ❖ The course schedule is a general plan for the course; deviations announced to the class by the professor may be necessary. The schedule is tentative and may change due to the needs of the class. Should a change be necessary, the professor will let you know of the changes as soon as they are decided via email and OnCourse.
- ❖ Important Registrar Dates: Aug. 25 (final day to DROP courses), Oct. 19 (mid-semester grades available), and Nov. 3 (final day with WITHDRAW from course).
- ❖ Final grades will be available to students on Dec. 21, 2017 after 3:00 p.m.

# HONR228: Women of Influence During the Suffrage Movement

## Suffrage Movement Co-Teaching/Oral Report & Essay

**Worth:** 300 total points (Essay = 150 points, Oral presentation = 130 points, Peer evaluations = 20 points)

**Due:** The presentation, handout, and reference page are due on the day your group presents. The peer evaluations are due the class period after the presentation.

**Description:** As you read about the suffrage movement, you will encounter brief histories of women who were involved in passage of the Nineteen Amendment and the circumstances that influenced their efforts. As a group, you will teach the class about the women and activities that are discussed in that day's assigned readings. To accomplish this task, you will research the lives of suffragists and pertinent events, write a 1000-1250 word essay, and deliver a 12-15 minute oral presentation that uses a visual aid. In your group's essay and presentation, your group should provide a brief history of each person, identify similarities and differences between the subjects, overview strategies the advocates used to achieve suffrage, articulate the effectiveness and consequences of those actions, explain the leadership qualities the women possessed, and clarify the life lessons you garnered from the suffragists. Your emphasis should be on creating understanding beyond what is covered in the books.

**Topics:** The topic sign-up sheet is available in the course Google Drive folder and by copying and pasting this link in a web browser: <https://drive.google.com/open?id=1vNv8sgbLjpDs8NdWOnD5nCIP2IiHJQhMBcpByw9Yzrw>. Each group will consist of three students so you should sign-up for one spot.

### PART I: ESSAY

Worth: 150 points

One copy of the essay must be submitted in hard copy at the start of class and online using Turnitin. The essay's Originality Report should be at or below 12 percent.

As a group, you will write an essay that examines three women and activities that are discussed in that day's assigned readings. To accomplish this task, you and your group members should research the lives of three suffragists and historical events that influenced their goals. The essay should be organized chronologically and include examples along with direct quotes from the women themselves.

#### Research/Discussion Topics:

Content discussed in the essay should inform and be part of your group's oral presentation.

1. Provide a brief history of each person. This may include influences in this person's early life that developed her personality, character, and talents, and experiences that foreshadowed her leadership within the suffrage movement.
2. Explain the historical context by sharing background information on some of the events discussed in the readings.
3. Identify similarities and differences, such as less obvious core beliefs and prejudices, among the women identified.
4. Overview strategies and character/personality traits that the women used to overcome challenges.
5. Articulate the effectiveness and consequences of their actions.
6. Explain the leadership qualities the women possessed.
7. Clarify the life lessons you garnered from the suffragists.

#### Essay Requirements:

Style

- Essay Length: The essay should be 1000-1250 words ( $\approx$  4-5 double spaced pages).
  - Include a word count on the last page of the essay. The reference page does not count toward your page minimum or maximum.
  - Essay should include section headings, an introduction, and a conclusion. Clearly identify the research/discussion topic number that you are discussing.

- **Research/Source Requirements:** Your research should come from primary sources, peer-reviewed journal articles, books written by scholars or professionals who are experts in their fields, substantive news articles that are reliable sources of information on events and issues of public concern and/or non-bias websites.
  - At least 6 sources
    - Only 2 can come from a credible non-biased website (periodicals, newspapers, and magazine articles accessed online but appear in print do not count towards the 2)
    - With the exception of Griffin’s book “In her Own Right,” the textbooks and articles assigned for class do not count toward the source requirement but should be used/cited in the essay.
- Written in **APA style:** justified left, 1” margins, double spaced, running head including page numbers in top right corner, stapled, contractions written out, and typed in 12-point Times New Roman font. Also refer to the American Psychological Association (<http://www.apastyle.org>) and Purdue Owl (<http://owl.english.purdue.edu/>) for the most current rules for APA style.
  - Do not alter font type and/or size or deviate from the margin requirements in an effort to “cheat” your way around the page minimum and maximum. Each “cheat” will result in a 5% automatic deduction from your paper grade.
  - APA resources are posted on OnCourse.

#### Content

- The essay should be organized chronologically and include examples along with direct quotes from the women themselves.
- Write in a formal academic style and pay attention to structure and grammar. No “I,” “me,” “I believe,” or “in my opinion.”
- Synthesize research and introduce/contextualize direct quotes.
- With the exception of using language from the suffragists, students should rely more on paraphrasing than direct quotes.
- When you quote a source, indicate where your quotation comes from in parentheses at the end of the quotation.
- If using a long quotation and would like to leave out extraneous material, you may use ellipses to indicate that you have left something out. However, do not abuse ellipses just because you do not like to type quotations; you should not have to use ellipses on quotations that are less than three or four lines long.

#### **Essay Evaluation:**

To see the full rubric, go to OnCourse > HONR228 > Assignment Guidelines & Rubrics > Suffrage Movement Co-Teaching/Oral Report & Essay > Essay-Rubric

- **Organization and Structure:** The essay’s structure is extremely clear and easy to follow. Content is arranged logically and the essay maintains flow of thought. Introduction includes a clear thesis and attention getter. Conclusion is logical and flows from body of paper.
- **Content:** While answering a variety of questions, the writers do a superior job identifying and summarizing biographical and contextual information uncovered in their research.
- **Synthesis of Evidence:** Appropriate content being considered is covered in depth without being redundant. The writers offer succinct and precise conclusions based on the review of information. Insights into the suffragists and events are superior.
- **Source Quality:** Only academic sources are cited in the paper, and the authors include a variety of sources. All research comes from peer-reviewed journal articles, books written by scholars or professionals who are experts in their fields, substantive news articles that are reliable sources of information on events and issues of public concern and/or non-bias websites.

## HONR228: Participation Assignment Guidelines

**Worth:** 200 total points

- |   |                                |
|---|--------------------------------|
| • 3 “bring in an example of course content” assignments | 25 points each/75 points total |
| • ERA debate preparation & participation                | 25 points                      |
| • Sanberg & First Ladies discussion questions           | 10 points each/20 points total |
| • In-class activities and discussion participation      | 80 points                      |

**Due:** Throughout the semester

**Description:** This course is premised on active discussion and students are expected to come to class having completed the readings and ready to discuss the content. Participation consists of more than attendance – students will be assessed on frequently of participation, quality of comments, listening skills, attitude, ability to work with others, and behavior. Furthermore, on specific days students will be asked to bring in an example of course content and include a short (200-300 word) summary that explains how the example demonstrates the course concepts discussed that day. Students may also be asked to complete discussion questions and do outside research on topics prior to attending class.

### Participation Assignment: Course Content Examples

**Due:** See syllabus for due dates

**Worth:** 25 points each

**Directions:** On specific days, you should bring in an example of course content. Make sure the example is printed and includes a short (200-300 word) summary that explains how the example demonstrates the course concepts discussed that day. Be prepared to share your example and explanation with the class. The assignment will be turned in at the end of class.

**Summary Requirements:** Write a 200-300 word essay (≈1-1.5 pages) that pinpoints specific ways in which the example demonstrates concepts discussed in that day’s reading.

A few requirements to keep in mind:

1. Your summary should explicitly and clearly connect the concepts learned in the course to the example.
2. Clearly label, define, and identify (type in bold and underline) the each concept that you’re discussing. Cite the course textbook when referencing information, such as defining the concept, from the book.
3. Make sure you use APA reference style: justified left, 1” margins, double spaced, page numbers in top right corner, and typed in 12-point Times New Roman font.
4. The reference page should cite the course textbook that discusses the key concept and the example.
5. Include in-text citations when referencing content that’s coming from a source.

**Example excerpt from an “A” summary:**

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#### Cognitive Dissonance as a Persuader

Americans on both sides of the civil rights movement were motivated by a feeling of **dissonance** when performing certain behaviors during the Freedom Rides. One interviewed Freedom Rider, Bernard Lafayette, felt dissonance because he wanted to participate in the movement, but he was also so close to getting his college degree, and would be the first in his family to do so. Despite the obvious tension in that decision, he eliminated the dissonance by choosing to partake in the next ride through the South instead of finishing college.

There was also another woman interviewed, Janie Forsyth McKinney, who ran out to help the Freedom Riders after they were attacked near her home. This case is particularly interesting because it can be directly related to the definition of **cognitive dissonance** as, “a moment when a learner finds her, or himself, grappling with new information in light of old understandings” (Gorski, 2009, p. 12). McKinney was raised by a father who supported acts of violence against African Americans, and despite that, when she saw humans suffering, she quickly realized that what her father was doing was wrong.

**Assessment Rubric:**

<b>A (25-23 pts.)</b>	<b>B (22-20 pts.)</b>	<b>C (19-18 pts.)</b>	<b>D (17-15 pts.)</b>	<b>F (12-0 pts.)</b>
<ul style="list-style-type: none"> <li>- the example is excellent, relevant, and clearly relates to course concepts.</li> <li>- the example sufficiently exemplifies that day's reading.</li> <li>- the summary systematically and sufficiently explains how example demonstrates the course concepts.</li> </ul>	<ul style="list-style-type: none"> <li>- the example is decent, somewhat relevant, and adequately relates to course concepts.</li> <li>- the example adequately exemplifies that day's reading.</li> <li>- the summary correctly explains how example demonstrates the course concepts discussed that day but needs more information.</li> </ul>	<ul style="list-style-type: none"> <li>- the example is mediocre and relation to course concepts is confusing.</li> <li>- the document lacks a thorough discussion of the connection between that day's reading and the example.</li> </ul>	<ul style="list-style-type: none"> <li>- the example is obscure, not related to content, and connection to reading is vague.</li> <li>- the document lacks a thorough exploration of course concepts.</li> </ul>	<ul style="list-style-type: none"> <li>- the example is either not present or insufficient.</li> <li>- the document is either not present or insufficient.</li> </ul>

## **Participation Assignment: Sanberg TedTalk Discussion & Video on First Ladies**

**Due:** Sanberg's TedTalk: F, 9/1. Video on First Ladies: F, 12/1.

**Worth:** 10 points each/20 points total

**Directions:** As you watch the videos during class, you will answer a series of discussion questions. Answering these questions should demonstrate your understanding of course concepts. The professor will give the questions to you the first day we watch the videos.

**Assessment Rubric:** Your answers will be graded based on thoroughness and ability to connect course content to specific incidents happening within the documentary.

<b>A (10-9 pts.)</b>	<b>B (8 pts.)</b>	<b>C (7 pts.)</b>	<b>D (6 pts.)</b>	<b>F (5-0 pts.)</b>
Superior: Answers all parts of the questions accurately, draws on concrete examples, and clearly explains how example demonstrates the course concepts.	Above average: Answers all parts of the questions accurately, integrates concepts, answers need more details.	Competent: Attempts to answer some of questions but fails to include specifics and/or examples.	Deficient: Demonstrates minimal understanding of course concepts and understanding of film.	Not turned in or inefficient

## Participation Assignment: ERA Roundtable Discussion

**Due:** M, 10/30

**Worth:** 20 points total

**Directions:** The debate over the Equal Rights Amendment began three years after women won the right to vote and continues today. We will use a roundtable format to examine all sides of the ERA. By discussing and organizing your points of view for one side of an argument, you should be able to discover new information and put knowledge into action. Prior to today’s discussion, you should locate and print off at least 3 pieces of scholarly research that inform your “side” of the ERA debate.

### Assessment Rubric:

Criteria	A (5 pts.)	B (4 pts.)	C (3 pts.)	D (2 pts.)	F (0 pts.)
Respect for other team	All statements, body language, and responses were respectful and appropriate.	Statements and responses were respectful and used appropriate language but once or twice body language was not.	Most statements and responses were respectful and appropriate, but there was one sarcastic remark.	Statements, responses and/or body language were borderline appropriate. Some sarcastic remarks.	Statements, responses and/or body language were consistently disrespectful.
Information/ Use of facts/statistics	All information was presented in a clear fashion, accurate, and thorough. Also, every major point was supported with several relevant facts, statistics and/or examples.	Most information was presented in a clear fashion, accurate, and thorough. Also, almost every major point was supported with several relevant facts, statistics and/or examples.	Some information was presented in a clear fashion, accurate, and thorough. Also, some points were supported with several relevant facts, statistics and/or examples; however, the relevance of some was questionable.	Some information was accurate, but there were some minor inaccuracies. Some reliance on opinion, some points were supported well, yet others were not.	Information had some major inaccuracies or was usually unclear. All points were not supported using evidence from sources.
Organization	All arguments were clearly tied to an idea and organized in a tight, logical fashion.	Most arguments were clearly tied to an idea and organized in a tight, logical fashion.	Some arguments were clearly tied to an idea and organized in a somewhat logical fashion.	A few arguments were tied to an idea but were not always organized in a tight, logical fashion.	Statements were void of arguments and not organized in a tight, logical fashion.
Understanding of Topic	The person clearly understood the topic in depth and presented their information forcefully and convincingly.	The person understood the topic in depth and presented their information with some ease.	The person seemed to understand some of the topic’s main points and presented them with some confidence.	The person appeared to understand the main points of the topic but didn’t present with ease	The person did not show an adequate understanding of the topic.

## Rubric: Assessing In-class Activities and Discussion Participation

**Worth:** 80 points

**Directions:** At the end of the semester, your participation during class will be assessed as follows:

**Assessment Rubric:**

Category	Exemplary	Proficient	Developing	Unacceptable
<b>Frequency of participation in class</b>	Student initiates contributions more than once in each recitation.	Student initiates contribution once in each recitation.	Student initiates contribution at least in half of the recitations.	Student does not initiate contribution & needs instructor to solicit input.
<b>Quality of comments</b>	Comments always insightful & constructive; uses appropriate terminology. Comments balanced between general impressions, opinions & specific, thoughtful criticisms or contributions.	Comments mostly insightful & constructive; mostly uses appropriate terminology. Occasionally comments are too general or not relevant to the discussion.	Comments are sometimes constructive, with occasional signs of insight. Student does not use appropriate terminology; comments not always relevant to the discussion.	Comments are uninformative, lacking in appropriate terminology. Heavy reliance on opinion & personal taste, e.g., "I love it", "I hate it", "It's bad" etc.
<b>Listening skills</b>	Student listens attentively when others present materials, perspectives, as indicated by comments that build on others' remarks, i.e., student hears what others say & contributes to the dialogue.	Student is mostly attentive when others present ideas, materials, as indicated by comments that reflect & build on others' remarks. Occasionally needs encouragement or reminder from instructor of focus of comment.	Student is often inattentive and lacks focus in class (may be distracted by technology). Occasionally makes disruptive comments while others are speaking; may use technology at inappropriate times.	Does not listen to others; regularly talks while others speak or does not pay attention while others speak; detracts from discussion; uses technology inappropriately, etc.
<b>Attitude</b>	Student is always respectful of others, and professor, has a positive attitude, and does not criticize anyone else's ideas or work.	Rarely is critical of ideas or work of others. Often has a positive attitude about the task(s). Usually treats others and self with respect.	Often or occasionally has a positive attitude about the task(s) and behaves in a respectful manner.	Often is critical of the work or ideas of others. Rarely behaves in a respectful manner.
<b>Working with Others</b>	Almost always listens to, shares with, and supports the efforts of others. Students can feel safe volunteering in this student's presence.	Usually listens to, shares with, and supports the efforts of others.	Often listens to, shares with, and supports the efforts of others, but sometimes is not actively listening or responding.	Rarely listens to, shares with, and supports the efforts of others. Often disrupts or discourages others' attempts to participate.

Category	Exemplary	Proficient	Developing	Unacceptable
<b>Behavior</b>	Student is awake and engaged in class on a daily basis, and shows no disruptive behavior.	Student is awake and engaged in class nearly every day, and shows no disruptive behavior.	Student is awake most of the time but has fallen asleep or done nothing for a few classes.	Student frequently sleeps and/or disrupts class.

**Grade Range**

80/80	A+	70/80	B+	62/80	C+	54/80	D+
76/80	A	68/80	B	60/80	C	52/80	D
72/80	A-	64/80	B-	56/80	C-	48/80	D-

# HONR228: Women in Leadership Biography Assignment

**Worth:** 300 total points (Essay = 240 points & Oral presentation = 60 points)

**Due:** The essay and reference page should be printed and turned in via Turnitin by 4 p.m. on W, Dec. 13.

**Description:** This assignment asks you to examine the life and personality of a live or deceased woman who has had a profound impact on a particular industry in the United States. After you identify a leader that we have not discussed in class, you should use academic and primary sources to account for her background and accomplishments. The 1250-1500 word essay should explain her significance, the major events in her life, and use knowledge gleaned from the course to describe the subject's key characters and leadership traits. The paper must also consider how women in the twenty-first century benefit from her efforts. The essay should be organized chronologically and include examples along with direct quotes from the woman herself. Then, during the final exam time, students will share their findings with the class by delivering a 4-minute oral presentation that summarizes the essay's major findings.

**Topics:** The topic sign-up sheet is available in the course Google Drive folder and by copying and pasting this link in a web browser: [https://drive.google.com/open?id=1GB\\_DTK3BhQev0PZu2r7i1jV5qlf82NkTQpJpDbILV4](https://drive.google.com/open?id=1GB_DTK3BhQev0PZu2r7i1jV5qlf82NkTQpJpDbILV4).

Keep the following guidelines in mind prior to selecting a topic: (1) Each person will select a different woman leader. (2) Topics are first come first serve so please check the list prior to deciding on a topic. (3) Topic should discuss a woman who was influential in some aspect of American history (see list below). (4) The topic should be original and creative; therefore, you cannot select someone we have already discussed in class.

Having trouble thinking of someone to write the paper on? Revisit to Eagly and Carli's (2007) book *Through the Labyrinth*. They mention the names of many women who are industry leaders and also include quotes from the women.

Journalism	Olympics & professional athletics	WWII	Film/Motion Picture industry	Cabinet members
Activism/social movements	Music industry	Medical/healthcare industry	Writing & poetry	Art
NASA/space	Conservation/environment	Education	Tourism	Labor unions
Legal services	Economics/banking	Science	Philanthropy	Television industry
Agriculture	Fashion	Tech industry	Ministry	Finance industry
Military	Theater	Manufacturing industry	Automotive industry	Energy industry

## PART I: ESSAY

Worth: 240 points

The essay must be submitted in hard copy at the start of class and online using Turnitin. The essay's Originality Report should be at or below 12 percent.

### Research/Discussion Topics:

(same topics listed on p. 3)

1. Summarize her industry and explain why/how her position within that industry was/is unique.

2. Provide a brief history of the woman, including influences in this person's early life that developed her personality and character, her talents, and experiences that might have foreshadowed that she would become a leader.
3. Identify leadership qualities she possesses/possessed by using language from Unit I of our course.
4. Articulate setbacks she experienced and explain the ways in which she overcame the obstacles.
5. Identify the role gender plays/played in her personal and professional life.
6. Explore the steps she took and barriers she overcame to achieve her professional goals.
7. Describe her experiences with gender-biases and sex discrimination.
8. Explore the ways in which she broke new ground as a trailblazer in her industry.
9. Explain how women today benefit from her endeavors.
10. Identify how you see this person fitting in with influential women that we discussed this semester b comparing/contrasting her experiences with another woman leader.

### **Essay Requirements:**

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#### Style

- **Essay Length:** The essay should be 1250-1500 words (≈5-6 double spaced pages).
  - Include a word count on the last page of the essay. The reference page does not count toward your page minimum or maximum.
  - Essay should include section headings, an introduction, and a conclusion. Clearly identify the research/discussion topic number that you are discussing.
- **Research/Source Requirements:** Your research should come from primary sources, peer-reviewed journal articles, books written by scholars or professionals who are experts in their fields, substantive news articles that are reliable sources of information on events and issues related to the theory and/or non-bias websites.
  - At least 6 sources
    - Only 2 can come from a credible non-biased website (periodicals, newspapers, and magazine articles accessed online but appear in print do not count towards the 2)
    - The textbooks and articles assigned for class do not count toward the source requirement but should be used/cited in the essay.
- Written in **APA style:** justified left, 1" margins, double spaced, running head including page numbers in top right corner, stapled, contractions written out, and typed in 12-point Times New Roman font. Also refer to the American Psychological Association (<http://www.apastyle.org>) and Purdue Owl (<http://owl.english.purdue.edu/>) for the most current rules for APA style.
  - Do not alter font type and/or size or deviate from the margin requirements in an effort to "cheat" your way around the page minimum and maximum. Each "cheat" will result in a 5% automatic deduction from your paper grade.
  - APA resources are posted on OnCourse.

#### Content

- The essay should be organized chronologically and include examples along with direct quotes from the woman herself.
- Write in a formal academic style and pay attention to structure and grammar. No "I," "me," "I believe," or "in my opinion."
- Synthesize research and introduce/contextualize direct quotes.
- With the exception of using language from the suffragists, students should rely more on paraphrasing than direct quotes.
- When you quote a source, indicate where your quotation comes from in parentheses at the end of the quotation.
- If using a long quotation and would like to leave out extraneous material, you may use ellipses to indicate that you have left something out. However, do not abuse ellipses just because you do not like to type quotations; you should not have to use ellipses on quotations that are less than three or four lines long.

### **Essay Evaluation:**

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To see the full rubric, go to OnCourse > HONR228 > Assignment Guidelines & Rubrics > Women in Leadership Biography & Oral Presentation > Rubric

- **Organization and Structure:** The essay's structure is extremely clear and easy to follow. Content is arranged logically and the essay maintains flow of thought. Introduction includes a clear thesis and attention getter. Conclusion is logical and flows from body of paper.

- **Content:** While answering a variety of questions, the writers do a superior job identifying and summarizing biographical and contextual information uncovered in their research.
- **Synthesis of Evidence:** Appropriate content being considered is covered in depth without being redundant. The writers offer succinct and precise conclusions based on the review of information. Insights into the suffragists and events are superior.
- **Source Quality:** Only academic sources are cited in the paper, and the authors include a variety of sources. All research comes from peer-reviewed journal articles, books written by scholars or professionals who are experts in their fields, substantive news articles that are reliable sources of information on events and issues of public concern and/or non-bias websites.

## **PART II: ORAL PRESENTATION**

Worth: 60 points

You will deliver a presentation that explores the woman leader discussed in your essay. You should share relevant research and deliver an extemporaneous presentation. Although it is not required, you may use a visual aid to supplement your presentation.

Your responsibilities include explaining conclusions you have uncovered in your research, responding to questions from your classmates, and providing real life examples that create understanding.

### **Research/Discussion Topics:**

(same topics as those discussed on p. 1)

1. Summarize her industry and explain why/how her position within that industry was/is unique.
2. Provide a brief history of the woman, including influences in this person's early life that developed her personality and character, her talents, and experiences that might have foreshadowed that she would become a leader.
3. Identify leadership qualities she possesses/possessed by using language from Unit I of our course.
4. Articulate setbacks she experienced and explain the ways in which she overcame the obstacles.
5. Identify the role gender plays/played in her personal and professional life.
6. Explore the steps she took and barriers she overcame to achieve her professional goals.
7. Describe her experiences with gender-biases and sex discrimination.
8. Explore the ways in which she broke new ground as a trailblazer in her industry.
9. Explain how women today benefit from her endeavors.
10. Identify how you see this person fitting in with influential women that we discussed this semester by comparing/contrasting her experiences with another woman leader.

### **Presentation Requirements:**

- The presentation should be 3-4 minutes.
- Use an outline or notecards during the oral presentation (your biography essay will be handed in at the start of class so you cannot use that to guide your presentation).
- Orally cite (author, title, year) sources.
- Dress professionally (**business casual**) and deliver the presentation extemporaneously.
- Answer questions posed by the audience.
- Using a visual aid is optional. If you choose to use a visual aid, you should email the PowerPoint to [mcgowan@fredonia.edu](mailto:mcgowan@fredonia.edu) by 3 p.m. on December 13. You should also print off the PowerPoint slides (handouts/3 slides per page) and hand them into the professor at the start of class.

# HONR228: Women of Influence During the Suffrage Movement

## Suffrage Movement Co-Teaching/Oral Report & Essay

**Worth:** 300 total points (Essay = 150 points, Oral presentation = 130 points, Peer evaluations = 20 points)

**Due:** The presentation, handout, and reference page are due on the day your group presents. The peer evaluations are due the class period after the presentation.

**Description:** As you read about the suffrage movement, you will encounter brief histories of women who were involved in passage of the Nineteen Amendment and the circumstances that influenced their efforts. As a group, you will teach the class about the women and activities that are discussed in that day's assigned readings. To accomplish this task, you will research the lives of suffragists and pertinent events, write a 1000-1250 word essay, and deliver a 12-15 minute oral presentation that uses a visual aid. In your group's essay and presentation, your group should provide a brief history of each person, identify similarities and differences between the subjects, overview strategies the advocates used to achieve suffrage, articulate the effectiveness and consequences of those actions, explain the leadership qualities the women possessed, and clarify the life lessons you garnered from the suffragists. Your emphasis should be on creating understanding beyond what is covered in the books.

**Topics:** The topic sign-up sheet is available in the course Google Drive folder and by copying and pasting this link in a web browser: <https://drive.google.com/open?id=1vNv8sgbLjpDs8NdWOnD5nCIP2IiHJQhMBcpByw9Yzrw>. Each group will consist of three students so you should sign-up for one spot.

### PART I: ESSAY

Worth: 150 points

One copy of the essay must be submitted in hard copy at the start of class and online using Turnitin. The essay's Originality Report should be at or below 12 percent.

As a group, you will write an essay that examines three women and activities that are discussed in that day's assigned readings. To accomplish this task, you and your group members should research the lives of three suffragists and historical events that influenced their goals. The essay should be organized chronologically and include examples along with direct quotes from the women themselves.

#### Research/Discussion Topics:

Content discussed in the essay should inform and be part of your group's oral presentation.

1. Provide a brief history of each person. This may include influences in this person's early life that developed her personality, character, and talents, and experiences that foreshadowed her leadership within the suffrage movement.
2. Explain the historical context by sharing background information on some of the events discussed in the readings.
3. Identify similarities and differences, such as less obvious core beliefs and prejudices, among the women identified.
4. Overview strategies and character/personality traits that the women used to overcome challenges.
5. Articulate the effectiveness and consequences of their actions.
6. Explain the leadership qualities the women possessed.
7. Clarify the life lessons you garnered from the suffragists.

#### Essay Requirements:

Style

- Essay Length: The essay should be 1000-1250 words ( $\approx$  4-5 double spaced pages).
  - Include a word count on the last page of the essay. The reference page does not count toward your page minimum or maximum.
  - Essay should include section headings, an introduction, and a conclusion. Clearly identify the research/discussion topic number that you are discussing.

- **Research/Source Requirements:** Your research should come from primary sources, peer-reviewed journal articles, books written by scholars or professionals who are experts in their fields, substantive news articles that are reliable sources of information on events and issues of public concern and/or non-bias websites.
  - At least 6 sources
    - Only 2 can come from a credible non-biased website (periodicals, newspapers, and magazine articles accessed online but appear in print do not count towards the 2)
    - With the exception of Griffin's book "In her Own Right," the textbooks and articles assigned for class do not count toward the source requirement but should be used/cited in the essay.
- Written in **APA style:** justified left, 1" margins, double spaced, running head including page numbers in top right corner, stapled, contractions written out, and typed in 12-point Times New Roman font. Also refer to the American Psychological Association (<http://www.apastyle.org>) and Purdue Owl (<http://owl.english.purdue.edu/>) for the most current rules for APA style.
  - Do not alter font type and/or size or deviate from the margin requirements in an effort to "cheat" your way around the page minimum and maximum. Each "cheat" will result in a 5% automatic deduction from your paper grade.
  - APA resources are posted on OnCourse.

#### Content

- The essay should be organized chronologically and include examples along with direct quotes from the women themselves.
- Write in a formal academic style and pay attention to structure and grammar. No "I," "me," "I believe," or "in my opinion."
- Synthesize research and introduce/contextualize direct quotes.
- With the exception of using language from the suffragists, students should rely more on paraphrasing than direct quotes.
- When you quote a source, indicate where your quotation comes from in parentheses at the end of the quotation.
- If using a long quotation and would like to leave out extraneous material, you may use ellipses to indicate that you have left something out. However, do not abuse ellipses just because you do not like to type quotations; you should not have to use ellipses on quotations that are less than three or four lines long.

#### **Essay Evaluation:**

To see the full rubric, go to OnCourse > HONR228 > Assignment Guidelines & Rubrics > Suffrage Movement Co-Teaching/Oral Report & Essay > Essay-Rubric

- **Organization and Structure:** The essay's structure is extremely clear and easy to follow. Content is arranged logically and the essay maintains flow of thought. Introduction includes a clear thesis and attention getter. Conclusion is logical and flows from body of paper.
- **Content:** While answering a variety of questions, the writers do a superior job identifying and summarizing biographical and contextual information uncovered in their research.
- **Synthesis of Evidence:** Appropriate content being considered is covered in depth without being redundant. The writers offer succinct and precise conclusions based on the review of information. Insights into the suffragists and events are superior.
- **Source Quality:** Only academic sources are cited in the paper, and the authors include a variety of sources. All research comes from peer-reviewed journal articles, books written by scholars or professionals who are experts in their fields, substantive news articles that are reliable sources of information on events and issues of public concern and/or non-bias websites.

## HONR228: Primary Source: A Connection to the Past

**Worth:** 200 total points (Primary Source Document = 50 points, Essay = 70 points, Oral presentation = 80 points)

**Due:** The oral presentation, copy of the primary source, essay, and reference page are due the day you are scheduled to present.

**Description:** During the unit on the women's liberation movement, you will locate and present a primary source document that relates to the topic being discussed in class that day. During your 2-3 minute oral presentation, you should adapt the primary source and explanation to classmates' interests and levels of knowledge and be prepared to respond to questions from your peers. To successfully complete the assignment you must:

- locate at least one primary source that demonstrates a concept being discussed in the assigned readings.
- construct a 250-500 word (≈ 1-2 pages) essay that explores the connection between the readings and the primary source.
- deliver a 2-3 minute presentation that uses specific concepts from that day's readings to uncover the significance of the primary source. You will use the projection equipment to display the example and may also use PowerPoint.

### PART I: PRIMARY SOURCE DOCUMENT

Worth: 50 points

One copy of the primary source document must be submitted in hard copy at the start of class. You should also submit the "primary source document" online using an assignment dropbox.

Primary source documents include photographs, audio and video recording, journals, letters, speeches, newspaper and magazine articles, government publications, films, postcards, posters, advertisements, interviews with participants, songs, plays, poetry, stories, drawings, etc.

How do you locate a primary source from the women's liberation movement? Check out these sources:

- National Archives (<https://www.archives.gov/education/research/primary-sources>)
- DocsTeach (<https://www.docsteach.org/documents>)
- Avalon Project (<http://avalon.law.yale.edu/>)
- Life Magazine Photo Archive (<http://images.google.com/hosted/life>)
- Civil Quotes (<https://itunes.apple.com/us/app/civic-quotes/id492726858?mt=8>)
- Today's Documents (<https://itunes.apple.com/us/app/todays-document/id412969819?mt=8>)
- Library of Congress (<https://www.loc.gov/>) & Library of Congress: Women's History (<http://memory.loc.gov/ammem/browse/ListSome.php?category=Women%27s%20History>)
- This website lists 100 sites to find primary source history document (<http://www.bachelorsdegreeonline.com/blog/2009/100-terrific-sites-to-find-primary-source-history-documents/>)
- Women's Liberation Movement Print Culture (<http://library.duke.edu/digitalcollections/wlmpc/>)

There are numerous other resources available online. You can Google a key phrase, such as "women's liberation movement primary source," to locate online resources. To receive additional help, you may choose to speak with a reference librarian from Reed Library.

The primary source sign-up sheet is available in the HONR228 Google Drive folder and by copying and pasting this link in a web browser: <https://drive.google.com/open?id=1BJeJZZqiSyOYI7AkJ-VxEv51TJvNNU4tKIRyTUik3hI>. Keep in mind the following guidelines: (1) Each day, three students will deliver their individual presentations. (2) Each person will select a different primary source. (3) Topics (a.k.a. the primary source) are first come first serve so please check the list prior to writing the topic.

## PART II: ESSAY

Worth: 70 points

One copy of the essay must be submitted in hard copy at the start of class. You should also submit the “primary source analysis essay” online using Turnitin. The essay’s Originality Report should be at or below 12 percent.

You will write an essay that explores the connection between that day’s assigned readings and the primary source document. To accomplish this task, you should research the topic discussed that day along with the document that you are sharing with the class.

### **Research/Discussion Topics:**

Content discussed in the essay should inform and be part of your oral presentation.

1. Historical context – when: When was the primary source produced?
2. Historical context - why: Why was the primary source produced? What was happening in American history when the primary source was constructed? What does the primary source reveal about the time and the place in which it was created?
3. Author: Who produced the primary source? How would you describe the author’s perspective? What does the primary source reveal about the source who produced it?
4. Audience: For whom was the primary source produced? (identify and describe the audience)
5. Connection to course content: In what ways does the primary source relate to the course content being discussed today? What does the primary source suggest about women’s liberation movement?
6. Analysis: What conclusions can you draw from your analysis of primary source material?

### **Essay Requirements:**

#### Style

- **Essay Length:** The essay should be 250-500 words ( $\approx$  1-2 double spaced pages).
  - Include a word count on the last page of the essay. The reference page does not count toward your page minimum or maximum.
  - Essay should include section headings, an introduction, and a conclusion. Clearly identify the research/discussion topic that you are discussing.
- **Research/Source Requirements:** Your research should come from primary sources, peer-reviewed journal articles, books written by scholars or professionals who are experts in their fields, substantive news articles that are reliable sources of information on events and issues of public concern and/or non-bias websites.
  - At least 2 sources should be cited.
    - One source can come from a credible non-biased website (periodicals, newspapers, and magazine articles accessed online but appear in print do not count towards the 1)
    - The primary source document does not count toward the source requirement but should be cited in the essay.
    - The textbooks and articles assigned for class do not count toward the source requirement but should be used/cited in the essay.
- Written in **APA style:** justified left, 1” margins, double spaced, running head including page numbers in top right corner, stapled, contractions written out, and typed in 12-point Times New Roman font. Also refer to the American Psychological Association (<http://www.apastyle.org>) and Purdue Owl (<http://owl.english.purdue.edu/>) for the most current rules for APA style.
  - Do not alter font type and/or size or deviate from the margin requirements in an effort to “cheat” your way around the page minimum and maximum. Each “cheat” will result in a 5% automatic deduction from your paper grade.
  - APA resources are posted on OnCourse.

#### Content

- Write in a formal academic style and pay attention to structure and grammar. No “I,” “me,” “I believe,” or “in my opinion.”
- Synthesize research and introduce/contextualize direct quotes.
- With the exception of using language from the suffragists, students should rely more on paraphrasing than direct quotes.
- When you quote a source, indicate where your quotation comes from in parentheses at the end of the quotation.

- If using a long quotation and would like to leave out extraneous material, you may use ellipses to indicate that you have left something out. However, do not abuse ellipses just because you do not like to type quotations; you should not have to use ellipses on quotations that are less than three or four lines long.

## **PART II: ORAL PRESENTATION**

Worth: 80 points

If applicable, one copy of the PowerPoint slides (handouts/3 slides per page) must be submitted in hard copy at the start of class. You should also submit the “primary source analysis oral presentation” to an assignment dropbox available through OnCourse.

You will deliver an extemporaneous presentation that explores a historical topic being discussed on a particular day and a primary source that relates to the topic. During the presentation, you should demonstrate your knowledge of the subject by using evidence to support your claims. More specifically, your responsibilities include explaining information that you uncovered in your research and connecting the primary source document to the course content. You should not repeat content from the readings; instead, you can enhance the textbook’s content by relating the information to examples and outside research.

### **Research/Discussion Topics:**

Content discussed in the essay should inform and be part of your oral presentation.

1. Historical context – when: When was the primary source produced?
2. Historical context - why: Why was the primary source produced? What was happening in American history when the primary source was constructed? What does the primary source reveal about the time and the place in which it was created?
3. Author: Who produced the primary source? How would you describe the author’s perspective? What does the primary source reveal about the source who produced it?
4. Audience: For whom was the primary source produced? (identify and describe the audience)
5. Connection to course content: In what ways does the primary source relate to the course content being discussed today? What does the primary source suggest about women’s liberation movement?
6. Analysis: What conclusions can you draw from your analysis of primary source material?

### **Presentation Requirements:**

- The presentation should be 2-3 minutes.
- You should orally cite (author, title, year) at least 2 scholarly sources.
  - Your primary source document and that day’s reading do not count toward the source requirement.
- Presenters must dress professionally (**business casual**) and deliver the presentation extemporaneously.
- PowerPoint must be used to supplement the presentation, even if it is only to project the primary document on the screen.
  - PowerPoint presentations should consist of no more than 6 slides following the 6x6 rule. The title slide, transition slides, and picture-only slides do not count towards the allotted 6 slides.
- You can show pictures and graphs. Video clips should not take up more than 30 seconds of the presentation. If you choose to use video/audio, make sure you introduce the video and tell the audience what they should look for as they watch the clip.
- Speakers can use two 3x5 notecards. Use only one side of an actual notecard.

### **Oral Presentation/ Evaluation:**

- **Content:** Exceptional use of accurate information and concise summary of relevant concepts, meet oral citation requirements, provides comprehensive insight, understanding, and reflective thought, clearly and accurately identifies the main topics, major ideas are clear and well supported using scholarly sources.
- **Visual Aid:** Visually organized and complete, follows 6x6 rule and is used effectively throughout presentation, its supplemental, not a crutch, speaker points to visual aid while keeping shoulders facing audience.
- **Oral Communication:** Attentive, clear, and appropriate sentence structure and grammar, zero verbal fillers, volume and tone are professional.
- **Delivery/Body Language:** No fidgeting, constant use of eye contact, stood straight, clearly rehearsed presentation, remembered all the content, spoke extemporaneously