**RAMAPO COLLEGE OF NEW JERSEY**

**First-Year Seminar**

**Women in Politics and Social Activism**

**Fall 2021**

**Course Information Instructor Information**

**INTD101-09 Dr. Laura Valente, Adjunct Instructor**

**4 Credits Email Address:** [**lvalente@ramapo.edu**](mailto:lvalente@ramapo.edu)

**M/TR 4:10pm – 5:50pm Syllabus version 8/29/22**

## **Common FYS Description** Designed for first-time, full-time, first-year students, First-Year Seminar (FYS) provides a comprehensive introduction to college-level learning. Seminar courses are developed around an academic theme or topic that is based on one of Ramapo College’s academic pillars. First-Year students will have the opportunity to select a seminar that best suits their interests while learning about Ramapo’s academic foundation. The First-Year Seminar course helps students in their transition from high school to college life both in and out of the classroom. The common learning outcomes of FYS are: technological competency, understanding diverse communities, oral communication, and information literacy. FYS classes are small to emphasize open discussion and experiential learning within the context of the theme of the seminar course. Peer facilitators play an essential role in each FYS class ensuring that first-year students have guidance from a more experienced student. FYS is also the home of the Ramapo Summer Reading Program; all first-year students read the same book and discuss and write about it in their seminars. FYS encourages new students to participate in a community of learners, to strengthen their critical thinking skills, and to communicate effectively both orally and in writing.

**Course Description**

This course will examine the significant contributions of women throughout American history to political and social movements. From the Revolutionary War through abolition and the labor movement to #MeToo and healthcare the unique achievements of women, as well as the challenges they faced, will be discussed. We will consider not only what these women did, but the tactics they used, the societal context informing their work, the talents and strengths they exhibited, and the sacrifices they made for the greater good. Students will deepen their understanding pf the external limits that were placed upon women in American society from the beginning, and the ways in which women fought those limits in order to end child labor, expand civil and voting rights, provide representation in elected and appointed government positions, and increase women’s safety.

**Course Goals**

* Students will be able to identify some of the most influential; women in history of American politics and social activism.
* Students will be able to describe the nature and outcome of these influential women.
* Students will be able to articulate themes and examples of the disparate treatment of activists and politicians.
* Students will demonstrate understanding of the historical context surrounding the relative success of women activists and politicians.
* Students will demonstrate knowledge of some key events in American’s women’s history.

**Course Structure**

Each topic will be covered through a presentation (oral and visual) and supplemented by written materials. (Most topics are covered in the required textbook; some will be supported by additional documents distributed by the instructor.) Each class period is offered seminar style with questions and analysis by students encouraged.

The course is offered primarily as an in-person course, but it is possible that a remote learning environment will be used on an occasional basis. In those circumstances, synchronous presentations will be offered using WebEx and attendance policy will remain the same as for in-person course delivery.

## **First-Year Academic Advising**

As part of the Ramapo College Academic Advisement Plan, each First-Year Student is assigned an Academic Advisor from the Center for Student Success. During the fall semester, the First-Year Students have a mandatory advisement meeting with their assigned Advisor to select spring 2020 courses and to develop a personalized academic plan. You can see who your academic advisor is through the CONNECT software system.  If you have any questions regarding Academic Advisement, please call the Center for Student Success at (201) 684-7441 or via email at [success@ramapo.edu](mailto:success@ramapo.edu).

**Texts, Readings, Materials**

1. Hacker, Diana, and Nancy Sommers. *Rules for Writers with 2016 MLA Update*. 8th ed. Bedford/St. Martin’s, 2016. ISBN: 978-1-319-08349-6.
2. Grann, David. Killers of the Flower Moon
3. Cox Han, Lori, and Heldman, Caroline. Women, Power and Politics. Oxford University Press 2018. ISBN 9780190620240
4. Additional readings will be distributed by the instructor including:

“Feminism and the Labor Movement: A Century of Collaboration and Conflict”, January 2011. (Boris, Eileen, and Orleck, Annelise); “10 Amazing Women of the Revolutionary War”, (Pamela Murrow). Journal of the American Revolution; “50 Women Who Made American Political History” (Zorthian, Fabry, and Waxman). Time Newsletter of Time Magazine.

**IMPORTANT: Additional readings WILL be added throughout the semester. You will be notified as required readings are added.**

**Course Requirements**

* Student Engagement: The very best educational experiences are those that involve enthusiasm and engagement. Students will manifest this engagement differently. Therefore, various elements of engagement will be considered. Meeting attendance requirements, offering opinions and answering questions in class, timeliness of assignment submissions, overall effort, and active collaboration with classmates will be considered as part of the Engagement Grade. Attendance at all Peer Mentor activities are required. More than 2 unexcused absences for all other topics will affect the Engagement Grade.
* Writing Assignments
* Essay (1000 word minimum) on Killer of the Flower Moon (approx. 4 pages), 12 pt font, 1.5 line space, a minimum of 85% original writing – with direct quotes being appropriately attributed for non-original passages, correct grammar, spelling, word choice, paragraph structure, and flow.
* Research Paper. 10 pages, 12pt font, 1.5 line space, utilizing library research methods, with approved citations, a minimum of 75% original writing – with direct quotes being appropriately attributed for non-original passages, correct grammar, spelling, word choice, paragraph structure, and flow.
* Oral Presentations
* Group: 2 slides per group member that must be researched, designed, and presented by that member; overall presentation must be consistent in design, flow properly, and not be repetitive.
* Individual: 12 minimum – 15 minutes maximum, 7 – 10 slides, well-researched, presented clearly, with evidence of understanding the material
* Final Examination: students are responsible for material covered in class and in written materials whether or not it’s covered in class.

**Weight of Required Elements**

Course Engagement: 10%

Essay: 10%

Research Paper: 30%

Group Presentations 5%

Individual Presentation 20%

Final Exam: 25%

**General Education Program Course**

This course fulfills the First-Year Seminar category of the general education curriculum at Ramapo College.Common to all First-Year Seminar (FYS) courses, you will develop critical thinking skills that are basic to college-level study, regardless of your area of interest. You will be reading, writing, and participating in thoughtful group discussions with the aim of developing the skills of a scholar. You will learn to support your arguments using a foundation of knowledge and facts rather than simply using personal opinions and experiences.

**"A Note on Sexual Misconduct"**

Ramapo College is committed to fostering a safe, productive learning environment. Title IX of the U.S. Education Amendments of 1972 (“Title IX”) is a federal civil rights law that prohibits discrimination on the basis of sex and gender in education programs and activities. Title IX and our college policy prohibit sexual misconduct, including sexual harassment, domestic and dating violence, sexual assault, and stalking.  The College encourages anyone experiencing sexual misconduct to talk to someone about what happened, so they can get the support they need and our college can respond appropriately.

If you wish to speak confidentially about an incident of sexual misconduct, please contact the Counseling Center at 201-684-7522 (during business hours) or call the Public Safety Department at 201-684-6666 to request an Emergency On Call Counselor (during nights and weekends). If you wish to report sexual misconduct or have questions about policies and procedures regarding sexual misconduct, please contact Kat McGee, the College’s Director of Title IX at 201-684-7220 or kmcgee@ramapo.edu.

As a faculty member, I am required by our College to report incidents of sexual misconduct and thus cannot guarantee confidentiality, but I will respect your privacy and only share the information with those who have a duty to respond. Should I become aware of an incident involving sexual misconduct, I must provide our Title IX Director with relevant details such as the names of those involved in the incident.

To learn more about your rights and resources please visit: [www.ramapo.edu/titleix](http://www.ramapo.edu/titleix)"

**Course Outline:**

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|  | Date | Class topic, reading assignment | Exam/assignment  due date |
|  | **WEEK 1** |  |  |
| Thurs | Sept 1 | * Course Expectations, Discussion of **Killer of the Flower Moon** includingessayrequirements;   **Peer Activity – 30 min** |  |
|  | **WEEK 2** |  |  |
| Mon | Sept 5 | Labor Day/ College Closed |  |
| Thurs | Sept 8 | * Continued discussion of **Killer of the Flower Moon**   Writing a Good Essay  **Peer Activity – 30 min** | Complete reading **Killer of the Flower Moon**  Active participation and evidence of having read the book is expected |
|  | **WEEK 3** |  |  |
| Mon | Sept 12 | * Women’s Rights in the U.S   **Peer Activity – 30 min** | Read WPP pp 1 -32 |
| Thurs | Sept 15 | Gender Representation in Popular Culture | Read WPP & P pp 62 - 90 |
|  | **WEEK 4** |  |  |
| Mon | Sept 19 | * Alcohol Awareness Follow-Up   **(Peer Facilitators – 30 min)**   * Discuss Research Paper Expectations * Supreme Court Justice Ruth Bader Ginsburg | Essay on **Killer of the Flower Moon** Due (Submit through Canvas)  Read: ???? |
| Thurs | Sept 22 | * Women as Political Participants * Women’s March 2017, 2018 Mid-Terms * Assign Presentation Groups and Topics | Read WPP pp 91 - 118 |
|  | **WEEK 5** |  |  |
| Mon | Sept 26 | Sexual Assault Prevention Video & Discussion **(Peer Facilitators – 60 min)** | Meet with Presentation Groups (Required) |
| Thurs | Sept 29 | * Academic Integrity * Roe, Casey, Dobbs. | Read: ???  Meet with Presentation Groups (if there’s time) |
|  | **WEEK 6** |  |  |
| Mon | Oct 3 | Women as Political Candidates | Read WP&P pp. 119 - 136  Research Paper Thesis Statement Due (submit through Canvas) |
| Thurs | Oct 6 | * Effective Presentation Skills * Degree Planning (**Peer Activity – 60 min**); | Attendance for Peer Facilitated units is required |
|  | **WEEK 7** |  |  |
| Mon | Oct 10 | Academic Success Strategies (**Peer Activity- 30 mins**) | Meet with Presentation Groups (Required)  Feedback on Thesis Statements ***via appts*** Make a webex appt October 10 – 14 |
| Thurs | Oct 13 | Library Research Workshop | Meet with Presentation Groups (Required) |
|  | **WEEK 8** |  |  |
| Mon | Oct 17 | Group Presentations | 5 groups, 12 - 15 mins each  \*absence results in a “0” for the group presentation grade |
| Thurs | Oct 20 | **Scavenger Hunt (Peer Activity- 60 min)** | Required |
|  | **WEEK 9** |  |  |
| Mon | Oct 24 | * Women as Legislators; * Academic Advisement Refresher and Spring   Registration (**Peer Activity – 30 min)** | * Read WP&P pp 138 – 158 |
| Thurs | Oct 27 | * Women as Executive Leaders; * Women in the Judiciary | * Read WP&P 160 – 182 * Read: WP&P pp 184 203 * Research Paper Draft/ Outline Due (min 3 pages). Make appt to discuss research draft/outline 11/1 – 11/9 |
|  | **WEEK 10** |  |  |
| Mon | Oct 31 | Class Cancelled – for individual meetings throughout the week | Appts to discuss research draft/outline 11/1 – 11/9 |
| Thurs | Nov 3 | **Community & Respect (Peer Activity– 60 min)** | Attendance for Peer Facilitated units is required |
|  | **WEEK 11** |  |  |
| Mon | Nov 7 | Sexual Harassment | Read: TBD |
| Thurs | Nov 10 | * #MeToo * **Community and Respect Part 2 (Peer Activity – 30 min)** | Read: *One Year of MeToo; The Silence Breakers* |
|  | **WEEK 12** |  |  |
| Mon | Nov 14 | * Discuss Individual Presentations, Research Paper, and Final Exam   **Peer Activity – 30 min** |  |
| Thurs | Nov 17 | * LGBTQ Civil Rights (Guest Speaker) | **Read: TBD** |
|  | **WEEK 13** |  |  |
| Mon | Nov 21 | **Hold for any make-up topics**  **Peer Activity** | ***Optional*** Draft # 2 of research paper can be submitted for feedback. |
| Thurs | Nov 24 | **Thanksgiving recess** |  |
|  | **WEEK 14** |  |  |
| Mon | Nov 28 | Individual Presentations – 7 people | 10 – 12 mins pp |
| Thurs | Dec 1 | * Individual Presentations - 5 people * **Peer Activity** | 10 – 12 mins pp |
|  | **WEEK 15** |  |  |
| Mon | Dec 5 | Individual Presentations – 7 people | 10 – 12 mins pp  **Research Paper Due via Canvas** |
| Thurs | Dec 8 | * Final Exam Review * Individual Presentations- 3 people * **Peer Activity** | 10 – 12 mins pp |