

LL 280 – Liberal Arts in Action: The Women’s March
Spring 2018 (3/26/2018-6/8/2018)

Course Description

On January 21, 2017, over two million women around the world marched. They marched in big cities, small towns, and on every continent. Why did they march? What was and will be the impact of their marching? What can we learn from this phenomenon? These are questions we will explore in this course using three different disciplinary perspectives: history, psychology, and rhetoric.

Course Learning Goals

- Compare typical questions, methods of inquiry and kinds of evidence in the liberal arts: history, rhetoric, and psychology
- Using rhetoric to analyze persuasive communication in a variety of modes
- Use historical thinking and inquiry to articulate a historical interpretation
- Analyze psychological and developmental theories to explain individual and collective involvement in facilitating social change

Course Competencies

Competence	Competence Statement and Criteria
A1X	Can use rhetoric to analyze persuasive communication in a variety of modes. <ol style="list-style-type: none">1. Can identify the questions, methods of inquiry and kinds of evidence used in rhetorical analysis2. Can perform rhetorical analyses on a variety of texts3. Can use the principles of rhetoric to create persuasive communication in two or more modes
H1X	Can demonstrate ability to think historically to articulate a historical interpretation. <ol style="list-style-type: none">1. Can identify the questions, methods of inquiry and kinds of evidence used in historical analysis2. Can explain and analyze historical thinking3. Can explain and analyze continuity and change, and cause and consequence in at least one historical phenomenon4. Can demonstrate principles of historical thinking in writing
H3X	Can analyze psychological and developmental theories to explain individual and collective involvement in facilitating social change. <ol style="list-style-type: none">1. Can identify the questions, methods of inquiry and kinds of evidence used in psychology.2. Can compare and contrast theories presented to assess motivation3. Can apply theory to interpret and understand individual involvement4. Can use the biopsychosocial perspective of holistic psychology to form questions

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LA1	<p>Can compare typical questions, methods of inquiry and kinds of evidence in the liberal arts.</p> <ol style="list-style-type: none">1. Can identify the questions, methods of inquiry and kinds of evidence used in historical inquiry.2. Can identify the questions, methods of inquiry and kinds of evidence used in rhetorical analysis.3. Can identify the questions, methods of inquiry and kinds of evidence used in psychology.4. Can compare and contrast between disciplines.5. Can describe similarities and difference in writing of historians, rhetoricians, and psychologists.
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Course Resources

The following text is available for purchase at the Loop Campus bookstore (Barnes & Noble) and other booksellers (any edition is acceptable):

Wendy Pojmann, Barbara Reeves-Ellinton, Karen Ward Mahar eds., *Doing History: An Introduction to the Historian's Craft* (Oxford University Press, 2015)

Further required reading are embedded within the course modules and many are available on DePaul's electronic reserves (ares) site:

<http://library.depaul.edu/services/Pages/Course-Reserves-Services.aspx>.

Assignments and Assessment

An overview of assignments and their point values are given below. Detailed instructions and rubrics will be provided on separate handouts. See also the course schedule.

Due	Grading Category	Percentage of Final Grade
weekly	Discussions (online posts and responses)	30%
weekly	Written assignments (short essays)	35%
weekly	Journal assignments	20%
as assigned	Activities and quizzes	15%
	Total	100%

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Workload Expectations

For satisfactory achievement in this course, for every two credits enrolled, in addition to the scheduled instructional time, students are expected to fulfill at least an additional four hours of assigned work per week outside of class

Other Requirements

- You participate consistently and constructively by completing the activities of each module, the readings and assignments by their due dates.
- You consistently, actively, and in a timely fashion participate in the online discussions. In any case you will have the opportunity to comment on the opinion of the instructor.

Grading

To assign grades, the following grading scale and University grading standards will be used.

Course Grading Scale

A = 95 to 100	A- = 91 to 94	B+ = 88 to 90
B = 85 to 87	B- = 81 to 84	C+ = 77 to 80
C = 73 to 76	C- = 69 to 72	D+ = 65 to 68
D = 61 to 64	F = 60 or below	INC

Please note: Grades lower than a C- do not earn credit or competence in the School for New Learning.

The following University grading standards will be used in assessing students' work:

- A Accomplished the stated objectives of the course in an EXCELLENT manner
- B Accomplished the stated objectives of the course in a VERY GOOD manner
- C Accomplished the stated objectives of the course in a SATISFACTORY manner
- D Accomplished the stated objectives of the course in a POOR manner
- F Did NOT accomplish the stated objectives of the course
- PA Passing achievement in a pass/fail course. (Grades A through D.) Students who take this course pass/fail must request this option by the end of the second week of the term. Students who request pass/fail grading cannot revert to A-F grading.
- W Automatically recorded when the student's withdrawal is processed after the deadline to withdraw without penalty, but within the stipulated period.

Policy on Late Work

Any work submitted after an assignment deadline will receive a grade of 0, unless an extension was negotiated with the instructor prior to the deadline. All negotiated, late submissions are subject to a grade reduction of 5% for each non-holiday weekday that elapses following the due

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date, up to the date of submission. An unforeseen, documented emergency is an exception to this policy, and should be brought to the instructor’s attention as soon as possible. See also “Dean of Students Office” section below. Any assignment for which work is not submitted will receive a grade of 0.

Course Structure

This course consists of 15 modules to be completed in 11 weeks. The estimated time to complete most modules is one week. Due dates are posted in the course Calendar feature.

Course Structure	
All submissions are due on the dates indicated to the course’s D2L site.	
You are expected to read / watch / listen to all assigned media prior to the conclusion of the module on the dates indicated. All articles are available within the course and/on ARES, accessible via login at the DePaul Library website.	
Week, Module # and Title	Assignments
Week 1, Module 1: Getting Started	Read Module 1 & view course designers’ video Activity: 1.1 Course Expectations Quiz Discussion: 1.2 Introducing Yourself and Your Interesting Problem Submission: 1.3 Interesting Problem Journal - Module 1
Module 2: Thinking Like a Historian – An Introduction	Read Module 2 Watch “Women and History” (Gerda Lerner interview) Submission: Assignment 2.1: Analysis of Gerda Lerner, “Why History Matters” Submission: 2.2: Analysis of “Guiding Vision and Definition of Principles” Discussion: 2.3 Biographical Research
Module 3: Women's Rights History, 1848-1920	Read Module 3 Watch selections from “One Woman, One Vote,” including: "Black Women and the Suffrage Movement" (32:22-36:44) and “We Demand” / Alice Paul and the March on Pennsylvania Avenue (56:17 to 1:04:27) Submission: 3.1 Written Analysis of the "Declaration of Sentiments and Resolutions" (1848) Discussion: 3.2 Comparison and Textual Analysis of Primary Sources Submission: 3.3 Change Over Time
Module 4 “Women’s Liberation” to Contemporary Feminisms	Read Module 4

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	<p>Read Baxandall and Gordon on “The Women’s liberation Movement”</p> <p>Watch: Tedx talk by Nigerian novelist Chimamanda Ngozi Adichie “We should all be feminists”</p> <p>Read Speeches by: Davis, Judd, Mallory, Perez, Sarsour, Steinem from Washington DC March.</p> <p>Discussion: 4.2 Backlash Against Feminism</p> <p>Submission: 4.3 Speeches from the Women's March (Primary Source Analysis with application of “Reading like a historian: 4 Reads Handout” & Pose 3 historical questions.)</p>
<p>Module 5: Doing History, or Thinking like a Historian by Developing Your Skills</p>	<p>Read Module 5</p> <p>Discussion: 5.1 Evaluating Evidence</p> <p>Submission: 5.2 Doing Historical Analysis</p> <p>Discussion: 5.3 Developing Historical Arguments</p> <p>Submission: 5.4 Applying Historical Thinking to Your Problem</p>
<p>Module 6: Moving from History to Psychology</p>	<p>Read Module 6</p> <p>Discussion: 6.1 Thinking about History</p> <p>Submission: 6.2 Interesting Problem Journal Module 6</p>
<p>Module 7: Thinking like a Social Psychologist</p>	<p>Read Module 7</p> <p>Watch: Angela Davis's Speech from the March</p> <p>7.1 Thinking Like a Social Psychologist</p> <p>7.2 Social Movements</p> <p>7.3 Understanding your problem by applying concepts of Social Psychology</p> <p>7.4 Research Consultation with a Librarian</p>
<p>Module 8: Thinking like a Developmental Psychologist</p>	<p>Read Module 8</p> <p>8.1 Thinking Like a Developmental Psychologist</p> <p>8.2 Understanding Your Personal Call for Social Change</p>
<p>Module 9: Reflections on Psychological Thinking</p>	<p>Read Module 9</p> <p>Read: Gade, “ Why the Women’s March may be the start of a serious social movement,” <i>Washington Post</i>, 2017</p> <p>Watch: TED Talk by Jonathan Haidt, "Can a divided America heal?"</p> <p>Discussion: 9.1 Thinking like a Psychologist Interested in Understanding Behavior and Experience</p>

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	<p>Discussion: 9.2 Exploring Questions of a Moral Psychologist</p> <p>Submission: 9.3 Understanding Research Questions in Psychology</p>
Module 10: Moving from Psychology to Rhetoric	<p>Read Module 10</p> <p>Watch psychologist and rhetorician dialogue</p> <p>Discussion: 10.1 Thinking about Psychology</p> <p>Submission: 10.2 Interesting Problem Journal Module 10</p>
Module 11: Thinking Like a Rhetorician	<p>Read Module 11</p> <p>Listen Anne Curzan on perceptions of rhetoric</p> <p>Read Isaksen, "What is the difference between Rhetoric and Manipulation?"</p> <p>Discussion: 11.1 Defining Rhetoric</p> <p>Discussion: 11.2 Applying Rhetoricians' Questions to the Women's March</p> <p>Submission: 11.3 Applying Rhetoricians' Questions to your issue</p>
Module 12: The Methods Rhetoricians Use, Part I	<p>Read Module 12</p> <p>Discussion: 12.1 Identifying Appeals to Ethos, Logos, and Pathos</p> <p>Discussion 12.2 Using Rhetorical Devices to Speak Like a Leader</p> <p>Discussion: 12.3 Identifying Logical Fallacies</p>
Module 13: The Methods Rhetoricians Use, Part II	<p>Read Module 13</p> <p>Watch: videos on oral rhetoric</p> <p>Discussion: 13.1 Oral Rhetoric</p> <p>13.2 Analyzing Visual Rhetoric</p> <p>13.3 Poster Time! Using Visual Rhetoric</p>
Module 14: Assembling Evidence and Building Rhetorical Arguments	<p>Read Module 14</p> <p>Read Gökarıksel & Smith, "Intersectional feminism beyond the U.S. flag hijab and pussy hats in Trump's America."</p> <p>Discussion: 14.1 Evaluating Evidence</p> <p>Submission: 14.2 Writing a Rhetorical Analysis</p> <p>Submission: 14.3 Applying Rhetorical Thinking to Your Problem</p>

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Module 15: Reflections and Conclusions	Discussion: 15.1 Reflecting on the Discipline of Rhetoric Discussion: 15.2 Tell Us a Joke Discussion: 15.3 Writing and Disciplinary Norms Submission: 15.4 Interesting Problems Journal, Module 15
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To see the course due dates, please check the Calendar on your course home page.

Grading Policies and Practices

To complete the course, you must complete each of the assignments as described in the course and submit them to your instructor by the assigned deadline. In addition, you must participate in the course discussion forum by responding to all instructor requests and by interacting with fellow classmates as necessary. Points are deducted for late work. See additional information pertaining to the grade designations for [undergraduate grades](#).

General Assessment Criteria for All Writing Assignments

All writing assignments are expected to conform to college-level standards of mechanics and presentation. Consider visiting the Writing Center to discuss your assignments for this course or any others. You may schedule appointments (30 or 50 minutes) on an as-needed or weekly basis, scheduling up to 3 hours worth of appointments per week. Online services include Feedback-by-Email and IM conferencing (with or without a webcam). All writing center services are free. Writing Center tutors are specially selected and trained graduate and undergraduate students who can help you at almost any stage of your writing. They will not do your work for you, but they can help you focus and develop your ideas, review your drafts, and polish your writing. They can answer questions about grammar, mechanics, different kinds of writing styles, and documentation formats. They also can answer questions and provide feedback online, through IM/webcam chats and email. Obviously, the tutors won't necessarily be familiar with every class or subject, but they are able to provide valuable help from the perspective of an interested and careful reader as well as a serious and experienced student-writer. Schedule your appointments with enough time to think about and use the feedback you'll receive. To schedule a Face-to-Face, Written Feedback by Email, or Online Appointment, visit www.depaul.edu/writing

Discussion Forums

Discussion Forums are an important component of your online experience. This course contains discussion forums related to the topics you are studying each week. For requirements on your participation in the Discussion Forums, please see "Course Expectations" in the syllabus. A Course Q & A discussion forum has also been established to manage necessary, ongoing social and administrative activities. This is where the management and administrative tasks of the course are conducted, and where you can ask 'process' questions and receive answers throughout the course. Please feel free to answer any question if you feel you know the answer; this sharing of information is valuable to other students.

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Students with Disabilities

Students seeking disability-related accommodations are required to register with DePaul's Center for Students with Disabilities (CSD) enabling you to access accommodations and support services to assist your success. There are two office locations that can provide you with enrollment information, or inquire via email at csd@depaul.edu.

Loop Campus - Lewis Center #1420 - (312) 362-8002

Lincoln Park Campus - Student Center #370 - (773) 325-1677

Students are also invited to contact the faculty/instructor privately to discuss your challenges and how we may assist in facilitating the accommodations you will use during this course. This is best done early in the term. Our conversation will remain confidential.

College and University Policies

This course includes and adheres to the college and university policies described in the links below:

[Academic Integrity Policy \(UGRAD\)](#)

[Incomplete Policy](#)

[Course Withdrawal Timelines and Grade/Fee Consequences](#)

[Accommodations Based on the Impact of a Disability](#)

[Protection of Human Research Participants](#)

University Attendance Policy

Other Resources for Students

[University Center for Writing-based Learning](#)

[SNL Writing Guide](#)

[Dean of Students Office](#)