

SAWYER COLLEGE
POWER, SEX, AND MONEY:
Living in a World of Inequalities

FRPG 187Q Fall 2009
Valentine 204 T/Th 10:10-11:40
Carnegie 010 Th 12:40-2:10

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FIRST-YEAR PROGRAM PHILOSOPHY AND GOALS 2009-10

A residentially-based, interdisciplinary first-year program is an ideal environment for beginning the four-year process of developing the complex intellectual and social skills that are at the heart of a liberal education and the habits of considered values and engaged citizenship that such an education should produce. The First-Year Program (FYP) and First-Year Seminar (FYS) are the core of our institutional commitment to improving your ability to engage in critical inquiry and research, to design and deliver written, spoken and/or visual texts that demonstrate rhetorical sensitivity, and to be sophisticated readers, listeners, and viewers of the texts of others. We believe that these same competencies can help develop your ability to communicate across differences (e.g., race, gender, sexual orientation, class, ethnicity, political views) as you find ways to live and learn together in the residence halls and as engaged and ethically reflective citizens both during and after your college years. These goals should be understood as the first step in our work with you over a four-year process of helping you to meet the University's Aims and Objectives.

We hope to help you see that writing, speaking, research, and interacting with others are rhetorical endeavors. Effective communicators are, by definition, rhetorically sensitive.

Rhetorical sensitivity means understanding that all communication, whether formal or informal, involves having to make choices about your messages, whether written, spoken, or visual. To become an effective communicator, you need to recognize that the creation of a meaningful and powerful message involves both a creator and an audience, and that therefore the voice you adopt in your communication, and the audience you imagine yourself communicating to, matter a great deal in creating your message. The choices you make in writing and speaking are central in determining how people read and hear your voice. Becoming conscious and reflective about those choices, and their ethical dimensions, is a central goal of the FYP and FYS.

Working with you so that you become more rhetorically sensitive means that you should be increasingly able to assess the requirements of a particular task and make intentional decisions about which mode or modes of communication and inquiry would be most effective in addressing it. To do so, you must develop specific writing, speaking, research, and technological competencies. To accomplish these goals, the FYP and FYS will present you with assignments that ask you to engage in a process that involves **recognizing** the rhetorical situation, **planning** communication strategies to address the task at hand, **composing and presenting** the message, and then engaging in **critical assessment** of your own work and that of others. The results of that assessment process will allow you to rethink, restructure, and revise your work. We further recognize that this process is not linear and that the effective creation of texts requires that you move back and forth among these four elements of the message creation process. This is why we require that your writing and speaking assignments be “projects” that include preparatory exercises and multiple drafts or rehearsals, all of which ask you to continue to reflect critically on the choices you have made in constructing your message.

This process of increased rhetorical awareness and skill development is at the heart of the philosophical and pedagogical perspectives that inform the work of the FYP and FYS. Because this process both transcends and integrates a variety of specific skills, the program has a philosophical commitment to designing assignments that ask you to integrate various modes of communication in furtherance of the higher-level rhetorical goals in which they are situated.

COURSE OVERVIEW

"The worst form of inequality is to try to make unequal things equal" (Aristotle). This quote challenges our understanding of equality and begs the question: What is inequality, under what conditions can it be understood as necessary or even helpful, and when do we perceive it as a menace to society? Looking through the lens of social science, we will spotlight different forms of inequality and examine their societal foundations. The political, economic, and social dimensions expressed through the notions of power, money, and sex/gender will be the focal points of the course. Through scholarly literature as well as film, we will zoom in on examples of inequality such as gender discrimination, socio-economic classes, and decision making in international organizations. In addition, we will examine different real world solutions to inequality which have been attempted, both nationally and internationally, such as the welfare state and the Equal Rights Amendment, and we will evaluate how successful these different attempts have been. Each student will also develop his or her own expertise on one question of inequality in the United States or another country and will share with the class findings on which problems still exist and what kind of solutions can be proposed.

The objective of this course is to facilitate reflection, exploration, and critical analysis in a challenging and supportive community, while building and improving your thinking, reading, discussion, and writing skills.

Readings

You are required to do all the assigned readings before each class. We will always assume that you come to class well prepared. Each class period, we will set aside time to answer questions you have from the readings. There is a strong emphasis on discussion and it is crucial for you to be well prepared and able to answer questions about the readings. All readings are posted on Angel in numbered file folders under the date for the particular day the reading is due (there is no text you have to purchase except for *A Pocket Style Manual* by Diana Hacker, which is available in the bookstore).

Lectures

Doing well requires “active attendance” in class. We view readings as the beginning. Class meetings build upon the readings and introduce new material. Lectures will complement the readings, not regurgitate them. At times we may present you with competing approaches that oppose some of the readings. This process allows you to engage in critical thinking and intellectual engagement.

Attendance Policy

We expect you will attend class and participate, however, we realize that life happens – if for any reason you know you will need to miss class let us know as early as possible but no later than your scheduled class period. Unexcused absences will affect your overall grade in this class.

Grading

In general, we will give grades in the ‘A’ range (approx. 3.75-4.0) for work which is exceptional, e.g. in its creativity, thoroughness, and insight. Grades in the ‘B’ range (approx. 3.5-2.75) are for work which fulfills all of an assignment’s requirements but which is otherwise unexceptional. Grades in the ‘C’ range (approx. 2.5-2.0) are for work which fails to meet an assignment’s requirements in some way, e.g. in its accuracy, completeness, or writing. Grades in the ‘D’ (approx. 1.75-1.00) and ‘F’ ranges (0.0) are for work which fails to meet an assignment’s requirements in some significant way.

All assignments are graded on a 100-point scale, which translates into the St. Lawrence University grading point scale as follows:

100 – 94 = 4.0		
93 – 91 = 3.75	81 – 79 = 2.75	70 – 68 = 1.75
90 – 88 = 3.5	78 – 76 = 2.5	67 – 66 = 1.5
87 – 85 = 3.25	75 – 73 = 2.25	65 – 63 = 1.25
84 – 82 = 3.0	72 – 71 = 2.0	62 – 61 = 1.0
		60 and below = 0.0

CLASS POLICIES

Pedagogy and Classroom Behavior

In this class, we will have lectures and group discussions. Learning involves more than simply the dissemination of factual information and this is especially true when we are discussing complex issues, such as race/ethnicity, class, gender, or national identity. One of the key code words in creating and maintaining an effective learning environment is the notion of “civility”. This includes the expectation that when students disagree with each other in class, they maintain respect for each other. We will be looking at many topics, some of which you may find controversial or uncomfortable. When we agree that civility is an essential part of learning, we can engage in controversial discussions such that we have the freedom to express our positions while avoiding personal insults and confrontations. Please treat your classmates as you would like to be treated.

Policies

1. Discussion of issues is ALWAYS welcome. You are expected to ask questions, raise relevant points, and otherwise contribute to class discussion at any time.
2. Class participation is vital for this course. Failure to attend will negatively affect your grade for the course.
3. Reading the newspaper, sleeping, random chit-chat, or any other behavior that is distracting to the class will not be tolerated.
4. Please turn off your cell phone before you enter the class room. Cell phone use in the classroom will not be tolerated – this includes text messages. Playing with your cell phone while in the classroom will affect your overall grade and may have you removed from the class.
5. Using a computer in class is a privilege - not a right! If we find that your computer is being used for anything other than taking class notes you will be asked to leave and you may not use your computer again in the classroom. This means no emailing, looking at your “myspace/facebook pages” (or whatever else you may use), or showing your friends your great weekend “party” pictures.
6. You are responsible for all information (including handouts, announcements, etc.) given in class. Failure to obtain information or receive announcements in class is no excuse for missing assignments or for turning assignments in late.
7. Assigned readings MUST be completed before the student comes to class. It is the student’s responsibility to have all of the reading completed on time.
8. As a rule, late assignments are not accepted. Only under the most extraordinary and well-documented circumstances, which are discussed with both of us, we will consider a request, but even then it will most likely be turned down. Extensions will not be given for bad time management, computer problems, etc. Also, extension requests right at the time when the assignment is due will not be granted. Assignments should be handed in at the beginning of class - “forgetting” to turn in your paper during class is not an excuse. We do not accept papers under our doors or through email, so just do not do it.
9. NO EXTRA CREDIT.

Academic Honesty

This section pertaining to the Academic Honor Council is not confidential. Your signed acknowledgment of the code will be placed in your permanent student file. The Academic Honor Code cited below was designed by students and approved by the elected student government, the Thelomathesian Society, on February 26, 1992.

All students at St. Lawrence University are bound by honor to maintain the highest level of academic integrity. By virtue of membership in the St. Lawrence community, every student accepts the responsibility to know the rules of academic honesty, to abide by them at all times, and to encourage all others to do the same.

Responsibility for avoiding behavior or situations from which academic dishonesty may be inferred rests entirely with the students. Students should be sure to learn from faculty what is expected as their own work and how the work of other people should be acknowledged.

Academic Dishonesty, according to the *Student Handbook*: includes any dishonest conduct in connection with any academic (including research) course, program, or work.

1. It is assumed that all work submitted for credit is done by the student unless the instructor gives specific permission for collaboration.
2. Cheating on examinations and tests consists of knowingly giving or using, or attempting to use unauthorized assistance during examinations or tests.
3. Dishonesty in work outside of examinations and tests consists of handing in for credit as original work that which is **not** original, where originality is required.
4. Falsifying research methods, data, and/or results constitutes academic dishonesty.

The following constitute examples of academic dishonesty:

a) *Plagiarism*: Presenting as one's own work the work of another person—words, ideas, data, evidence, thoughts, information, organizing principles, or style of presentation — without proper attribution. Plagiarism includes paraphrasing or summarizing without acknowledgment by quotation marks, footnotes, endnotes, or other indices of reference (cf. Joseph F. Trimmer, *A Guide to MLA Documentation*).

b) Handing in false data, reports or results in connection with any research project/experiment.

c) Handing in a book report on a book one has not read.

d) Falsification of attendance records of a laboratory or other class meeting.

e) Supplying information to another student knowing that such information will be used in a dishonest way.

f) Submission of work (papers, journal abstracts, etc.) which has received credit in a previous course to satisfy the requirement(s) of a second course without the knowledge and permission of the instructor of the second course.

g) The above list is not exhaustive. In the event there is a question as to whether alleged conduct falls within the scope of the Academic Honor Code, the vice president and dean of academic affairs' determination shall be final.

Claims of ignorance and academic or personal pressure are unacceptable as excuses for academic dishonesty. Students must learn what constitutes one's own work and how the work of others must be acknowledged." (*St. Lawrence University 2008–2009 Student Handbook*, pp. 148–153.)

All intentional and unintentional acts of academic dishonesty may result in disciplinary action. Recommendations of disciplinary action may include a failing grade on the work in question, a failing grade in the course, disciplinary probation, suspension from the University, or expulsion from the University.

More information on academic integrity, including the Academic Honor Council's Constitution, can be found at: http://www.stlawu.edu/acadaffairs/academic_honor_policy.pdf. For information about academic integrity or Academic Honor Council issues, contact the Dean's Office at x5993.

ASSIGNMENTS AND GRADES

Paper Writing – 30% of your grade

All writing assignment instructions will be handed out in class or placed on Angel and discussed in class before the assigned dates.

Good writers are not born – all writers, no matter who they are or in what manner they write, require practice. This course is designed to help you start your academic journey in the writing process. This semester you will write and submit for grading two major papers (along with other writing exercises), and complete two drafts of each of them, along with an outline and a final version (at the minimum – some of you may choose to more than the required 2 drafts). After an outline, which is reviewed, your first draft of each paper will go through a peer editing process in class. Upon completion of a second revised draft, you will conference with your advisor over ways in which to strengthen your papers. After the conference you will have approximately one week to make your final revisions and then submit your work for grading.

The first paper will be a piece based on your personal experiences; this paper will be 4-6 pages in length and will count for **13% of your final grade**.

The second paper will be comparative in nature. You will do research on one issue of inequality in the United States and compare it to the same issue within another country of your choice; this paper will be 6 to 8 pages in length and will count for **17% of your final grade**.

All written work is to be typed in Times New Roman, 12pt. font, double-spaced, with 1-inch margins on top, bottom, and sides. Remember to include page numbers, a bibliography, and title page. If you are unsure about correct citation techniques or have any further technical or substantive questions, please come see us for assistance.

Small Assignments, Quizzes, and Homework – 20% of your grade

In addition to major papers, you will complete several shorter writing assignments, independently in and out of class and with small groups, which will be graded for both substance and use of conventions. Among other things such as free-writing exercises or small homework assignments, this will include the following:

A portion of this smaller assignment grade will come from a series of advising letters you will be writing to your academic advisor. You will not be graded on these letters but you will receive points for handing them in. The requirements for these letters will be listed under the assignments folder on Angel.

There will be a number of online exercises from *The Pocket Style Manual* by Diane Hacker as part of your homework. You must set up an account online and you will use your advisor's email address to submit them to us online. These exercises are designed to help your grammar and punctuation.

Throughout the semester you will be given several unannounced quizzes. The format of the quizzes may change from quiz to quiz but in general it will be on the day's assigned reading or concepts we have been discussing up until that point. Quizzes are used as a tool of

assessment – to help us measure your engagement with the material and your level of understanding.

Speaking and Participation – 50% of your grade

Although there will be opportunities for presentation (of projects or writing plans, for example), much of the speaking you do in this class will happen in large and small group discussion. This will make up your participation grade. As with writing, this class is a place for you to learn and practice speaking skills, and we will support you in this through instruction about speaking and by doing our part to create an atmosphere that encourages thoughtful participation from each member of the classroom community. We strongly encourage you to ask questions and participate. Active engagement with a subject proves to be the most effective approach to learning. Some of your most influential teachers will be your class mates if you engage them. Lively participation makes class more educational and fun for students and teachers alike. Participation will count for **10% of your final grade**.

Furthermore, in order to keep up with current events, we will ask 2-3 students to report on interesting current developments pertaining to issues we are learning about in our class. Therefore, you have to keep abreast of current events on a domestic and international level by reading a major daily paper (i.e. *Financial Times*, *New York Times*, *Washington Post*, etc) and /or weekly magazine (i.e. *The Economist*). Ideally you will go beyond US news and read one of the foreign news sources that we have posted on Angel. Be critical of the presentation of news and think of questions that may interest you in connection with the issue at hand. Current events will count as **10% of your final grade**.

In addition to participating in class and your current events students will be given responsibility for leading class discussion. You will be assigned a partner and you and your partner will be responsible for a five to ten minutes summary of the day's readings along with leading approximately a ten minute discussion. We will post the requirements for this under the assignments folder on Angel. This speaking portion of your grade will count as **10% of your final grade**.

Since you have had ample practice in small group discussion, presenting your current events, and leading a class discussion, you are now ready for your final speaking assignment, a formal presentation. You will be to present formally during the last two weeks of classes in front of your peers over your final comparative paper. Again the requirements for this assignment will be posted in the assignment folder on Angel. The formal presentation will count as **20% of your final grade**.

Final Grade

Paper Writing	1 st Paper	13%
	2 nd Paper	17%
Small Assignments	Quizzes etc	20%
Speaking	Participation	10%
	Current Events	10%
	Leading Discussion	10%
	Formal Presentation	20%

SUPPORT

In addition to your professors, two other important resources for this course are our mentor, David Slungaard, and the WORD Studio.

Our Mentor

David Slungaard is the Sawyer College mentor, and is trained to assist you in writing, speaking, and research. David can help you brainstorm about ideas for an assignment, narrow your thesis for a paper, strengthen your argument and organization in an essay, or work on stylistic and grammatical problems. His job is *to help you learn how to do these things yourself*. You can consult with David during his office hours or schedule a time to meet with him, and every week we will circulate an appointment sign-up sheet for tutorials. If you miss a scheduled appointment with David, this absence carries the same weight as an absence from class.

The WORD Studio

In addition to the help you can receive from us and Rebecca, the Munn Center for Rhetoric and Communication maintains The WORD Studio in ODY Library—a place to get feedback from peers on assignments in Writing, Oral communication, Research, and Design of visual projects. You can come for a consultation to plan a paper or presentation (you don't need anything but a blank piece of paper!); to find ways to improve the ideas, organization, and style of a draft; to videotape and review a presentation rehearsal; to practice a PowerPoint presentation, and more. Peer tutors are not proofreaders or editors who silently "fix" your work for you; instead, they are trained to have a conversation with you about ways you can fix problem areas yourself and become better overall communicators. You may use The WORD Studio for consultations on assignments for any of your courses, although for FYP assignments you should first seek out David during her office hours.

Academic Accommodations

Any student with special needs regarding academic adjustments or accommodations should speak with us as early as possible. We will ensure that you will receive any and all the help that you can get. All disclosures will remain confidential.

SAWYER COLLEGE SCHEDULE FALL 2009

Date and Topic	Tuesday 10:10-11:40	Date and Topic	Thursday 10:10-11:40	Seminar Thurs. 12:40-2:10
Aug. 24th Monday Orientation/ Introduction to Course	8:30-10:00 - Class Intro - SLU Aims and Objectives - Administrative Aspects	Aug. 27th	Introduction - Syllabus - Class Practices - FYP Goals <i>Reading Folder 1</i>	Workshop: Reading <i>Reading Folder 2</i>
Aug. 31st Theories and Concepts	What is Inequality? Why is it a Problem? <i>Reading Folder 3</i>	Sept. 3rd Theories and Concepts	Society of Classes: Karl Marx <i>Reading Folder 4</i>	Workshop: Writing <i>Hacker ex: 1-1,1-2,1-3,2-2,2-3 due online by 5pm</i> <i>Reading Folder 5</i>

Sept. 8th Theories and Concepts	Class, Status, Party: Max Weber <i>Reading Folder 6</i>	Sept. 10th Theories and Concepts	Is Inequality Necessary: Davis and Moore <i>Reading Folder 7</i>	Workshop: Library and Word Studio <i>Hacker ex: 3-1,3-2,3-3,4-1,4-2 due online by 5pm</i>
Sept. 15th Power	Domestic Power <i>Reading Folder 8</i>	Sept. 17th Power	International Power <i>Reading Folder 9</i>	Workshop: Development of Arguments <i>Hacker ex: 5-1,5-2,5-3,5-4 due online by 5pm</i> <i>Reading Folder 10</i>
Sept. 22nd Power	International Power <i>Reading Folder 11</i>	Sept. 24th Power	NO CLASS—All FYP event	Workshop: Revising <i>Hacker ex- 8-1,8-2,8-3,10-1,10-2,10-3 due online by 5pm</i> <i>Reading Folder 12</i>
Sept. 29th Sex/Gender	What is Gender? <i>Reading folder 13</i>	Oct. 1st Sex/Gender	Gender and Sexuality <i>Reading folder 14</i>	Peer Review Paper#1
Oct. 6th Sex/Gender	Sexual Orientation <i>Reading folder 15</i>	Oct. 8th	Conferencing with Advisor	Conferencing with Advisor <i>Hacker ex: 17-1,17-2,17-4,22-1,23-2 due online by 5pm</i>
Oct. 13th Sex/Gender	Sexual Exploitation <i>Reading folder 16</i>	Oct. 15th	Mid Semester Break	Mid Semester Break
Oct. 20th Migration	Immigration <i>Reading folder 17</i>	Oct. 22nd Race	Race <i>Paper #1 Due</i> <i>Reading folder 18</i>	Workshop: Research
Oct. 27th Race	Race <i>Reading folder 19</i>	Oct. 29th Money	Welfare State <i>Reading folder 20</i>	Workshop: Mapping and Outline
Nov. 3rd Money	Welfare State <i>Reading folder 21</i>	Nov. 5th Money	Domestic Elites <i>Reading folder 22</i>	Peer Review Outline
Nov. 10th Money	Globalization <i>Reading folder 23</i>	Nov. 12th	Inequality in Film	Peer Review Paper #2
Nov. 17th Money	Summarize and Reflect	Nov. 18th	Conferencing with Advisor	Conferencing with Advisor

Nov. 24th	BREAK		BREAK	BREAK
Dec. 1st	Presentations	Dec. 3rd	Presentations	Presentations
Dec. 8th	Presentations	Dec. 10th	Presentations	Presentations
Dec. 15th Finals week	Paper #2 due in your advisors office by 2 pm			

It is certainly possible that the order of events on this syllabus may change as the semester progresses. We will make every effort to notify you about such changes as soon, and as frequently, as possible. However, it remains your responsibility to be aware of such changes. Attendance in class and reading your email at least once every day will ensure that you always know of any changes.