Faculty: Jane Harradine  TBA  By appointment  
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Website:  http://webshare.northseattle.edu/inownwords 

Texts:  The Witch of Blackbird Pond, Elizabeth George Speare  
Ish in Two Worlds, Theodora Kroeber  
Great Short Stories by American Women, Candace Ward, ed.  
Incidents in the Life of A Slave Girl, Harriet A. Jacobs  
Women, Race, and Class, Angela Davis  
Rachel Calof’s Story, Rachel Calof  
Picture Bride, Yoshiko Uchida  

Course Reading Packet Available at Prestige Copy & Print located at 11023 8th Ave. NE. It is off Northgate Way just past the Washington Mutual and behind the Starbucks. You can enter from Northgate way at the Starbucks and go to the back parking lot. You may call first to make sure it’s ready: 365-5770. 

Introduction to this course: This 10-12 credit coordinated studies course explores women’s experiences and contributions in America from the 17th century to the present. By studying their stories, novels, poetry, correspondence, diaries, and memoirs, we will witness how women from diverse backgrounds tell their stories and reflect and document key moments in America’s evolution as they do so. We will also read secondary sources—historical research and texts—to investigate the ways in which trends and events in American history have affected women’s various roles at home, on the frontier, in the factories, and in the streets. We will also watch films, pursue research, write essays, and share works orally to gain a rich understanding of women’s histories and literature. In this class we will work to create a sense of community that evolves from everyone working together as each person takes responsibility for her or his own learning. 

Questions we will explore: 

- How have race, class and gender shaped the diverse and changing conditions of women in the “new world”? 
- In what ways have trends and events in U.S. history, and the stories about them, affected women’s diverse roles in the family, labor force, and in societal formation? 
- How have historians reclaimed and recovered the stories, experiences, and contributions of women who have actively shaped both their lives and the development of American society? 
- In what ways do authors create and shape their literary works to achieve the effects they seek? What textual elements do they use? 
- How do authors’ personal and political agendas figure into their versions of events? 
- How does medium (film, written text, oral traditions) and genre (encyclopedias, research studies, academic essays, autobiographies, diaries, fiction, etc.) affect the telling and impact of history’s stories? 
- How do we best use our voices and bodies to breathe life into historical stories and documents? 
- As writers how do we integrate others’ ideas and texts into our own unfolding discussions of history and literature?
Credits: Register for two of the following for a total of 10 credits

- ENGL& 101.C1 or ENGL& 102  English Composition
- WMN 140.C1 or HIST 140.C1 American Women’s History
- ENGL 291.C1 Literature by Women
- CMNST 175.C1 Oral Interpretation

Register for the following for an optional 2 credits: WMN 298.C1 Independent Study

Course Format:
A coordinated studies program is different from most courses in that as students you are more actively engaged in a cooperative learning environment and more responsible for your own learning. We encourage the development of a sense of community where students and faculty learn together. The faculty team will assist you in this process with our ideas, feedback, and encouragement. In this course you will participate in student led seminars, peer-review writing groups, small group activities, oral interpretation projects and research projects. You will learn to assess your own work and the work of your peers as well as to reflect on your participation.

Central Activities:
The book seminar is the core of the learning community model. You will be reading, preparing in writing, and participating in book seminars to explore the central questions and themes of the course. Students will work together to understand the meanings of the texts. Reading assignments should be completed with enough time for reflection, review, and written preparation before class meetings and seminars. Writing is also an essential part of this course; it can be a way to clarify the meanings of the readings, develop your own ideas about the texts, and prepare for productive discussion in seminar. We will also share history and literary texts aloud to witness their relevance and power. Active participation will reward everyone in the program and your grades will reflect what you have given to the group. Consequently, attendance and participation in class every day for the entire three hours is essential and will affect your final grade.

Program Objectives:
The primary objective of this course is to help you develop a solid foundation in academic knowledge, skills, and attitudes which will aid you throughout your college experience and adult life. We have identified some general education goals which we think are important to work towards.

In the knowledge area:
A. Students will discover the interdisciplinary nature of knowledge by studying women’s histories using literary and historical analyses of texts and observing how instructors from different disciplines interpret issues and sources differently.
B. Students will learn how gender, race, and class have been significant factors in shaping American history.

In the skills area:
A. Students will learn to communicate and work effectively in a variety of groups. You will use book seminars to learn to articulate our ideas and listen to others; small research groups in order to learn to work and communicate effectively with others, and peer editing groups to learn to give constructive feedback on papers.
B. Students will develop the ability to think critically and clearly communicate ideas in writing.

In the attitude area:
A. Students will develop attitudes that support recognizing truth, respecting divergent views and using writing as a tool of discover, reflection, power, and communication.
B. Students will recognize the value of intellectual inquiry, personal responsibility, and ethical behavior.
Course Requirements and Evaluation Policies:

Book Seminars: Active participation in book seminars is an essential part of this program. You will be taught skills and attitudes that lead to productive seminars, and will be expected to demonstrate development in this area. You will need to complete all reading assignments on time and attend all seminars. You must prepare for seminars with a thoughtful 1-2 page typewritten or word-processed paper. You will receive assignment sheets for these seminar preparation papers. Because seminar papers are intended to prepare you for seminar discussions, papers are considered late if not turned in in hard copy during seminar; late papers will only receive half credit and will only be accepted up until the next class meeting. Please keep in mind that e-mailed submissions of seminar papers will be considered late.

Reading: Because the central activity in Coordinated Studies is the book seminar, there is considerable reading and you need to plan your time accordingly. You will need to complete the assigned reading prior to class. Be sure to give yourself enough time to reflect on what you read and to prepare your seminar papers.

Essays Assignments: There will be two major essays for which you will receive assignment sheets. You will peer review rough drafts of these essays and turn in revised, final drafts to instructors on the due dates below. Note: We do not accept late papers. Papers are due at the beginning of class. If you know in advance that you are going to miss class on a day a paper is due, you are responsible for turning it in before the due date. Late papers will be marked down .5 for each class day and not accepted after one week past the due date. No late papers for Essay # 3 will be accepted.

Essay #1 – Draft due on January 26 Revised essay due on January 30
Essay #2 –Draft due on February 18 Revised essay due on February 23
Essay #3—Independent work on drafts Revised essay due on March 20

Final Research Project/Presentation and Essay #3: In small groups you will research a particular issue, era, or movement that is significant in the field of U.S. women’s history. Groups will receive a list of possible topics to choose from. You will receive orientation on how to do library research and an additional library session to help you get started finding primary and secondary sources pertaining to your topic. Each individual will write a research essay on his/her piece of the project. This will be Essay #3. Each group will present its research findings and orally deliver rich and relevant primary sources to the class during the last week. More extensive guidelines will be provided during the quarter.

Oral Interpretation Assignments/Presentations: There will be two Oral Interpretation Projects as follows--
Project 1—In groups of 4 you will select a Native American myth or tale from the Course Reader, divide it among you, and present it orally to the class. This is an ungraded assignment, but completion of it will be part of your participation grade.
Project 2—Individually you will choose from one of three genres listed below and present your choice orally. You will have an opportunity to do some research on your choice during the first library day.
   A. Primary sources from the Abolitionist and Suffrage Movements—speeches and correspondence
   B. Primary sources from westward journey and settlement experiences—letters and diaries
   C. Poetry about borderland and immigrant experiences by Mitsuye Yamada and Latina Americans poets

Attendance and full participation: Participation in this program is a commitment to a sense of responsibility for the life of this learning community and for your own learning. To create a strong community we need mutual respect, all ways. Your cooperative spirit is needed and will enhance the personal and academic
experience for all of us in this community—including you. Your contributions are considered unique and therefore, significant and irreplaceable. For these reasons you are expected to attend all classes. If you cannot be in class, you need to inform your seminar group by calling your instructor. If conflicts with class arise you need to deal with them as problems to be solved rather than circumstances that are beyond your control. Use the phone numbers and e-mail addresses of your faculty to voice your concerns and feedback. If you must be absent, it is your responsibility to inform your seminar prior to class and leave a message. Please don’t just disappear.

Self Assessment/Evaluation: You will complete midterm and final self-assessments of your progress during the quarter. These evaluations will ask you to reflect on your participation, attendance, completed assignments, and overall progress in meeting the course objectives and requirements. In addition, you will have opportunities to evaluate the course and what is working and not working for you.

Grades and Evaluations:
A final grade will be based on: (These percentages are subject to change.)

a) 40% for Essays (10% for the first and 15% for the second and third essays)
b) 30% for Seminar papers, preparation, and participation
c) 10% for the Final Research Project Presentations
d) 10% Oral Interpretation Projects—2 A, B, C
e) 5% Quiz
f) 5% Self evaluation--attendance, participation and overall development in meeting the course outcomes.

Note Completion of all major assignments is required for a passing grade. We see learning as a developmental process so for your evaluation we will be looking for ongoing development in your writing, seminar participation, critical thinking, oral interpretation work, and in what you contribute to the learning community.

As a participant in a Learning Community, we expect you to:
- Attend each class for the full session.
- Be on time—lateness is disruptive and disrespectful (But don’t miss a class because you are late—come in as quietly as you can).
- Turn assignments in on time in hard copy form on the DUE date.
- Call us if you are absent and take responsibility for what you have missed and for obtaining copies of notes, handouts, assignments, and changes.
- Talk with us if you miss more than two classes and contact us about any problems so that they can be resolved.
- Respect the need for a productive learning environment by turning off your cell phone and pagers at the start of class and leaving them off for the duration of the class. If you need to make calls, wait for a break and then go outside the classroom to make the call.
- Refrain from using artificial fragrances; sensitivity to chemicals can dramatically affect some people and a fragrance free environment is part of the North Seattle Community College Code.
- Because laptop computers can be disruptive to the learning community, refrain from using laptops during class time unless you have special accommodations that are documented.
- Tolerate and work through dissention in class discussions.
- Become comfortable with ambiguity and complexity as you study course content and practice course skills.
- Take responsibility for your own progress which means asking questions as they arise and seeking help when the work feels too challenging or confusing.
NOTE: Take seriously the fact that this is a 10-12 credit program. To succeed, plan on doing a minimum of 20 hours of work outside of class each week. This includes reading, preparing for seminar, writing and revising essays and participating in study groups.

Taking Notes: The material you are responsible for learning in this class will be presented in a variety of formats that include films, lectures, small group discussion and perhaps guest lectures and panels. You should treat all of these as resources that you will be expected to draw on in writing essays and quizzes, just as you will the texts. This means that you will need to take careful notes as you view films, listen to lectures and participate in group discussions. If you need help taking effective notes, please ask.

Student responsibility: Your cooperative spirit will enhance the personal and academic experience for all of us in this community of learners. We consider it your responsibility to be prepared, to find out what you missed if you are absent, and to contact us about problems. Please don’t just disappear.

Faculty Commitment: We want to help each of you succeed. Call us or make an appointment to discuss a problem before it overwhelms you--or us. We can usually help you work out a solution. We will also ask for your feedback throughout the quarter. We will ask you to reflect on the program and assess how you are performing and developing at mid-quarter and at the end of the quarter. We are open to suggestions for improvement in all aspects of the program and will also request your feedback as the quarter proceeds.

NUTS & BOLTS
Academic Honesty
To take the words or ideas of someone else and present them as your own is plagiarism and is unacceptable in any college class. Examples of plagiarism include the following:

- Incorporating into your own writing, without proper acknowledgement, words, sentences, or paragraphs from another written source,
- Paraphrasing so closely or so extensively from a source that the sentences and ideas really belong to the original writer,
- Submitting as your own whole essays written by someone else,
- Receiving so much help from another person that the work is not honestly your own.

The Student Code of Conduct states that “academic dishonesty, to include cheating, plagiarism, or knowingly furnishing false information to the college,” may bring disciplinary action. A teacher who believes plagiarism has taken place may require that a piece of writing be revised to eliminate the plagiarism, or deny credit for a piece of writing that is not original. In addition, a formal report may be filed with the college. Students who repeatedly commit plagiarism are subject to penalties that may include expulsion.

Committing plagiarism does tremendous harm to your own education. If you are having trouble with an assignment, please talk to your teacher so we can find a solution. If a friend in any class asks you for help that you feel could be plagiarism, do yourself and your friend a favor and say no.

Study groups:
According to national research students report that when they include studying together in small informal groups they are much more successful.

Campus Services:
Become familiar with the campus services that will help you be successful in your classes. In addition to those described below you will want to be aware of and utilize the Counseling Center, the Women’s Center, Multicultural Student Services, the Advising Center, and Student Clubs.
Disability Services: (http://www.northseattle.edu/services/edaccess.htm)

Students with disabilities and/or needing accommodations such as accommodated testing, interpreting, note taking, taped textbooks, assistive technology, accessibility arrangements, tutors, etc. must contact Disability Services at 527-3697. The staff of Disability Services can assist individuals with both physical and learning/academic disabilities. If you feel you may have a learning disability, please speak with the Educational Access Center as soon as possible to identify issues and solutions to help you to learn effectively. All services are strictly confidential.

Accommodation for disabilities is a civil right under U.S. Federal law. Students are responsible for contacting Disability Services and requesting accommodation.

The Loft Language Lab and Writing Center (http://www.northseattle.edu/services/loft/)

The Loft is the campus language lab/writing center, located on the top floor of the library (526-0078). In addition to computer learning programs, the Loft provides free tutoring on a first-come, first-served basis. The tutoring sessions can help you with issues like reading, writing, grammar, listening and speaking. The Loft is open M-Th, 8:30-6:30 pm, F. 8:30-1:30, and Sun. 12:30-4:30 (closed Saturday). They also provide on-line support with writing assignments. The Loft is one of the best things about this college: please use it.

Computer Labs & Storage (http://www.northseattle.edu/services/complab.htm)

Open computer labs are located in the Instructional Building (IB) room 3303 (both PCs and Macs) and in the Ku Education Center (ED) room 1845B (all PCs). The computer labs have a variety of software and are open for walk-in use. Hours vary. Check the hours of operation on the web site or by reading the signs on the doors outside the labs. Their staff will be happy to assist you.

Network storage on the college computers is available to all NSCC students. For more information on using and accessing this storage, ask the staff in the computer labs.

Security Services (http://www.northseattle.edu/services/security.htm)

The Security Office (206-527-3636) is open from early morning until late at night. Security officers can help with parking problems, car emergencies, lost and found, or any safety and security concerns. If you need help on campus at any time, the security office is ready to assist you.

Unusual Events: Earthquakes, Fire Alarms, Snow

In the event of an earthquake while you are on campus, get under a desk, table, or doorway until the movement stops. Do not run out of the building during an earthquake. Once the movement stops, evacuate calmly, following the evacuation route mapped in the classroom.

In the event of a fire bell, leave the classroom immediately, following the evacuation route mapped in the classroom.

In case of snow, call the college main number (206-527-3600) to see if classes have been cancelled. You may also check the main web site at: www.northseattle.edu

IN CONCLUSION

Coordinated studies classes are exciting, demanding, and surprising, for both students and faculty. As much as your teachers have planned for this course, we know that as our learning community develops, the ideas of the group as a whole will determine much of what happens in our time together. We look forward to discovering what “Women Making History” means for all of us.