School for New Learning/DePaul University

WOMEN’S ISSUES  Winter 2019

This FACULTY-DESIGNED INDEPENDENT STUDY may be used for Integrative Learning IN 307 4 cr hrs and for students in the competency-based BAIFA program (previously Advanced Elective)

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Contact: by appointment. I am available to meet via face-to-face, email, and/or telephone.

Learning Outcomes

IN 307 students: students will be able to:
• examine and analyze a problem/issue concerning women from more than one perspective
• integrate reflections on personal experience with relevant concepts and theories from selected literature

BAIFA Students--Competencies: E-1 & E-2. Students may take one or both. Specific competence statements/learning outcomes are written by the student in consultation with me.

Prerequisite: Research Seminar

Grading Option: or Pass/No Pass _____ Letter Grade _____

Completion: Your final work, ready for grading, is due no later than March 15, 2019. I am happy to review drafts, with sufficient lead time for feedback and revision. Some students find that doing advanced, integrative work takes longer than one quarter. Students who need to extend their work beyond one quarter must request this at least two weeks prior to the end of the quarter and submit an Incomplete Contract. Students may carry the IN grade for up to 2 quarters (not including summer); after that time, the IN will convert automatically to F.

Topic Selection: This FDIS is tailored to the particular interests of each student, using a learning agreement format (please contact me). Together we will agree on the topic; focus of the project; specific learning outcomes related to the topic; strategies and sources for investigating the topic; and final products, including an annotated bibliography.

Option A You select a topic, in consultation with the me, that deals with an issue, problem, or situation concerning women and/or female children.
Option B  You choose among the topics listed below, which we will tailor to your particular interests.

- historical perspectives on the women’s movement
- abuses against women (physical, emotional, sexual)
- differing experiences of women of color and white women (family, work, education)
- women as learners
- human trafficking (incl. sex trafficking) of women

+ from a psychological/developmental perspective:
  Women’s experience of aging
  Women’s friendships
  Life transitions
  Female-male relationships
  Mother-daughter relationships
  Adolescent-adult female development
  Male development
  Influence of gender, age, race, and/or social class on individual development

Demonstration of Learning: For IN307 students, an annotated bibliography and a second product are expected. For BAIFA students demonstrating both E-1 and E-2, one product must be an annotated bibliography (see below). You may propose the second product—one that will be meaningful to you and possibly useful to others. Examples of products include: academic research paper (approx. 15 pages); reflective journal/essay; materials produced for someone else’s benefit (e.g., resource guide; informational video; website for an organization). We will determine the second product in our early conversations about the learning contract.

Guidelines for Annotated Bibliography:

I expect in the ballpark of 15 references—at least half should be scholarly references (books, journal articles); other sources can include interviews, consultations with experts, articles from reputable popular press.

- paragraph 1: what are the highlights of this source—main ideas, viewpoints, findings;
- paragraph 2: what is your overall critique of this work—valid ideas? Well researched? Useful information—to whom?;
- paragraph 3: how relevant/useful is this work to your topic?

Criteria for Assessment: Given the ‘integrative learning’ emphasis, this FDIS will call upon your abilities to examine complex ideas or issues of personal significance to you, from multiple perspectives. You will demonstrate this by considering one phenomenon, problem [issue], or event...through the lenses of at least two different approaches to creating and expressing knowledge....[and with attention to] cultural context.

Examples:
examinining the history of the women’s movement from both historical and contemporary perspectives with attention to conflicts influenced by race and class differences
reflecting on one’s own life transitions (triggered by, for example, illness, divorce, domestic abuse), drawing on concepts and theories concerning adult/women’s development

While the criteria for assessment will be shaped to some extent by the nature of your product, the following are indicators of A level work:

- examines and analyzes a problem/issue from more than one perspective
- integrates reflections on personal experience with relevant concepts and theories from the literature
- seeks information/data from a mix of relevant sources (e.g., scholarly journals and books, popular media, personal stories)
- cites sources using APA or MLA format
- follows guidelines for protection of human subjects when gathering data from individuals**
- writes clearly and cogently, including proper mechanics and organization of material
- constructs an annotated bibliography of approximately 15 sources. Each annotation includes 3 paragraphs: (1) the main ideas, viewpoints, findings of this source; (2) credibility of the source (how well researched, supported?); and, (3) relevance/usefulness of this source for your topic.

** (from DePaul’s IRB site) What sort of review is needed for class-related projects?
IRB review of classroom-related activities is not required at DePaul when the collection of information from participants is exclusively for the purpose of class discussion or for the purpose of training in research or research methods. Instructors who believe that their students’ classroom-related activity does not require IRB review may choose to submit the course syllabus to their Local Review Board for confirmation. Instructors who are uncertain about whether their classroom activities require IRB review should submit their course syllabus to their Local Review Board for evaluation.

Even when IRB review is not required, activities designed to collect information from human participants should protect the rights of these participants. In such cases, the instructor remains responsible for educating students about the protection of human subjects and providing ethical guidance for all student projects. Both instructors and students are advised to review and adhere to DePaul’s Best Practices in Designing & Conducting Non-Reviewable, Classroom Based Research.

*Note: Data collected for a class project may not be used for publication or presentation, unless the project was reviewed and approved by the IRB prior to recruitment and data collection. Should there be any possibility of or intent to publish, present, or otherwise disseminate research data or findings outside the course in the future (e.g., for a Senior Paper, a Master’s Thesis, by the instructor), an application must be submitted for review and approval by the IRB prior to the start of recruitment and data collection.

About the instructor: I have been studying, teaching, and writing about women’s issues for over 30 years. My particular focus is adult women’s learning and development. I have been on the full-time faculty at SNL since 1983, currently serving as faculty mentor to graduate students in the MAAPS and MAEA programs and as program director of MAEA.

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