Gender and Representation
PWR 3020
Fall, 2006

Instructor: Sally Green
Office: Environmental Design, 1B65 (See attached map)
Office Hours: T-TH 10-11:30, by appt., and other times by appointment
Phone: 303-735-4672
Email (generally faster replies than phone): sally.green@colorado.edu
Some of this class' communication will be conducted via email. If you do not have an email account, please obtain one as soon as possible.

Required Texts

Your written work, with copies for classmates as assigned. (See below for format.)
The Myth of the Goddess, Baring and Cashford

Recommended Texts

A good, college-level dictionary and thesaurus and a college handbook such as The Everyday Writer,

Course Objectives

Meant for juniors and seniors in the College of Arts and Sciences, this course is intended to help you:

Hone your critical thinking skills, particularly in the areas of analysis and argumentation
Develop effective writing, drafting, and revision abilities
Acquire an understanding of and ability to work with various elements of the concept of rhetorical situation
Hone your writing style and mechanical abilities

We will pursue these objectives by writing, reading, and discussing the history of the relationship between
gender and concepts of divinity, particularly as it has been expressed in images.

Workshopping

Although we will be reading selected parts of The Myth of the Goddess to give us a body of knowledge and
analysis to examine, your own writing will be the primary text of this class. The workshop format assumes
that we learn from each other. We will work together as a team to improve each paper. I will guide you in
developing your ability to incisively and helpfully critique the work of others and to receive and use the
feedback given about your own work.

Method

1. Attend class. Because much of this class is conducted as a participatory workshop, you must attend
regularly. You may miss three classes with no harm to your grade. Each absence after three will
lower your grade by one level (a B to a B-, for example). More than six absences will result in an IW,
IF or F for the course. It is particularly important that you be here for your scheduled workshop time.
You may NOT make up in-class work that you miss, including quizzes and other writing assignments.
Class starts promptly; don't be late. Consistent late arrivals or early departures will be counted as
absences. Please note this attendance policy,
2. Participate. A successful workshop depends on your participation. Be prepared at every class meeting to discuss your classmates’ work and assigned readings, to ask intelligent questions during discussions and following presentations, and to participate fully in all in-class exercises. All students are expected to make written comments on every draft submitted for workshop. If you miss class, you are responsible for obtaining the papers to be workshopped at the next class or via email attachment from the authors. Notice that this aspect of your grade reflects your mental rather than simple physical attendance.

3. Written Assignments. Turn in typed, page-numbered, double-spaced drafts of your work when due. Papers which are more than one page long should be stapled before being distributed to the class. Leave margins in which I can make comments. If you don’t turn in your work, we can’t workshop it. Late drafts will be given last priority; if you turn in your drafts late, you may miss your opportunity to receive help from the class. I do not accept final papers that have not been reviewed in class. I do not accept late final papers except under unusual circumstances.

Grading Guidelines

Grading guidelines are the same for all sections of PWR 3020. Remember that effort does count, because you invariably learn from your efforts to improve. However, your grade reflects the quality of your work, not the amount of time or effort you put into it. Please refrain from telling me what grade you want or “need” to get in this class. All assigned work must be completed to pass the course, including early drafts.

In-Class Essays and Response Sheets 20%
Personal Essay 10%
Analytical Essay 20%
Argumentative Essay 30%
Participation and response to others’ work, written and oral 20%

Writing Center

Expert one-on-one help with your writing is available to you from the Writing Center. Please see the handout attached to this syllabus.

Academic Conduct

All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council. Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at http://www.colorado.edu/policies/honor.html and at http://www.colorado.edu/academics/honorcode/

Notes

If you qualify for accommodations because of a disability, please submit to me a letter from Disability Services in a timely manner so that your needs may be addressed. Disability Services determines accommodations based on documented disabilities. Contact: 303-492-8671, Willard 322, and www.Colorado.EDU/disabilityservices.

Campus policy regarding religious observances requires that faculty make every effort to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. Please let me know in a timely fashion if you need to have religious observations accommodated during the semester. See full details at http://www.colorado.edu/policies/fac_relig.html.
Students and faculty each have responsibility for maintaining an appropriate learning environment. Students who fail to adhere to such behavioral standards may be subject to discipline. Faculty have the professional responsibility to treat all students with understanding, dignity and respect, to guide classroom discussion and to set reasonable limits on the manner in which they and their students express opinions. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender variance, and nationalities. Class rosters are provided to the instructor with the student’s legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

The University of Colorado at Boulder policy on Discrimination and Harassment (http://www.colorado.edu/policies/discrimination.html), the University of Colorado policy on Sexual Harassment and the University of Colorado policy on Amorous Relationships applies to all students, staff and faculty. Any student, staff or faculty member who believes s/he has been the subject of discrimination or harassment based upon race, color, national origin, sex, age, disability, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the ODH and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at http://www.colorado.edu/odh.

If you speak English as a second language, you should contact me before the third class meeting so that I can better assist you in the course, advise you about special ESL courses, and/or refer you to appropriate services on campus.
PWR 3020, Fall 2006 Schedule

This is a general guide to the topics and assignments we will be dealing with each week. Please pay attention and make note in class of more detailed information you will be given in class about the items in this schedule. I will give you the rest of the schedule soon.

In-class essay quizzes or response assignments are given on all reading.

Note: I reserve the right to make changes to this schedule in order to enhance your learning experience; you are responsible for keeping track of those changes.

WEEK 1, Aug 29-31

Course Introduction; Image response; Rhetorical Situation

For Thursday: Read the Preface, look over the book, write personal introduction

Introduction to Rhetorical Elements; Response to the Preface

For next Tuesday: Read Ch. 1, p. 32-38, 46-92, 103-105, Ch. 3, 106-137, Ch. 4, 145-148.

WEEK 2, Sept 5-7

Elements of Personal Narrative
Rhetorical Situation applied to Goddess research; acquisition of concepts
The Paleolithic and Neolithic Great Goddess; Reading the Imagery of the Goddess

For next Tuesday: Read Ch. 4, 145-170

WEEK 3, Sept 12-14

Principles of Draft Response
Evolution of Ethos; The Bronze Age

For Thursday: 1st draft of Personal Essay due; please bring a copy for everyone in the class and the instructor

Distribution of drafts, The Bronze Age, con’t.

For Tuesday, read and comment on everyone’s draft

WEEK 4, Sept 19-21

Sentence Analysis and Workshop

For Tuesday, final draft of Personal Essay is due,
skim Ch 5 and read Ch 6, 225-233, skim the rest: read Ch 7, p. 273-298

WEEK 5, Sept 26-28

Introduction to elements of image analysis and support
Evolution of Imagery: Inanna, Isis and Osiris, Babylonian Creation Myth
Grading Guidelines

The Program assigns grades based on the evidence provided by the final version of the essay that you submitted. The classroom workshop in which your drafts are discussed encourages you to improve your work, and provides you with the tools to do so, but grades on the final papers are not assigned based on effort, progress, or time spent on the task. Pluses and minuses attached to grades reflect shades of difference, as do split grades (e.g. B-/C+).

A A paper that is excellent in content, form, and style: original, substantive, insightful, persuasive, well-organized, and written in a clear, graceful, error-free style. Although not necessarily "perfect," an “A” paper rewards its reader with genuine insight, gracefully expressed. Such a paper is an ambitious project that engages interesting, complex ideas in a perceptive manner. It offers a nuanced, specific claim that responds to a genuine question at issue, and it follows a compelling line of reasoning. It engages and responds to questions and counterarguments in a thoughtful manner, and explores well-chosen evidence in a detailed and revealing way. The paper does not repeat, but rather enhances, what writer and reader already know. Offering a context for its ideas, the essay could be read and appreciated by someone outside of the class. The style is clear, precise, and graceful, and the author’s voice engaging.

B A clearly written, well-developed, interesting paper that shows above average thought and writing craft. The essay reaches high, and meets many, though not all, of its aims. The thinking and writing are general very solid, but the paper may have some unresolved problems in argument and style, some thin patches in content, or some tangents that don’t fit in. Despite these problems, the paper does not have major flaws that compromise the general effectiveness of the case it presents or the overall readability of its prose. OR A paper that is far less ambitious than an “A” paper, but reaches all of its aims. This is an essay that may be well organized and cleanly, even elegantly written, but whose reasoning and argument may nonetheless be somewhat routine or self-evident.

C A paper that represents a mixture of strengths and weaknesses. The paper may be somewhat readable, organized at the surface level, and have a claim, but it will have real unresolved problems in one or more key areas: conception, quality of the claim, line of reasoning, use of evidence, and language, style, or grammar. The paper may fulfill the basic requirements of the assignment, but, finally, say little of genuine importance or significance. OR A competently written essay that is largely descriptive. OR An essay that offers scant intellectual content and little more than personal opinion, even when well written.

D A paper that is seriously underdeveloped or seriously deficient in content, form, style, or mechanics. It may be disorganized, illogical, confusing, unfocused, or contain pervasive errors that impair readability. A paper that does not come close to meeting the basic expectations of the assignment.

F A paper that is incoherent, disastrously flawed, unacceptably late, plagiarized, or non-existent.
Use academic language

 Marks the passage I'm commenting on

 Good thinking, good writing, etc.

 Rewrite the sentence

 Cut

 Move

 Error: grammatical, mechanical, or spelling

 Word Choice; change the word

 Right word, wrong form

 What are you trying to say?

 Sentence fragment

 Connect these two words or sentences

 Switch these around

 Problem with the verb; "I" = form, "it" = tense, # = person

 Awkward

 You need a transition or connection here

 Something is missing here, usually a word or punctuation.
Want to Buff up your writing?

The Writing Center can help. Our consultants are writing experts who can provide sound advice at all stages of the writing process. Services are free to all CU-Boulder students and faculty.

The Writing Center is located in Norlin Library
Room E-156.

The Writing Center will be open for the Fall 2006 Semester from:

September 5th -December 19th

Consultations are by appointment only. Our regular hours are:

   Mon-Thurs: 10am-7pm

   Fri : 10am-1pm

   Sun: 4pm-7pm

You can register to make appointments by using the following link and creating an account or by visiting the Writing Center front desk during regular hours.

Click here to make an appointment

For more information on the Writing Center please email wrtghelp@colorado.edu

Writing Center Links:

   Frequently Asked Questions

   For Faculty--Scheduling a Classroom Visit

   Writing and Grammar Tips --Purdue University Online Writing Lab

   University Library

   Writing Center Events

   Writing Center Flyer

   For Consultants