Gender and Representation
PWR 3020  Spring, 2007
Instructor: Sally Green
Office: Environmental Design, 1B65 (See attached map)
Office Hours: T-TH 1:30-1, 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.

Required Texts
Your written work, with copies for classmates as assigned. (See below for format.)

Recommended Texts
A good, college-level dictionary and thesaurus and an up to date college handbook

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 to B, for example). More than six absences will result in an F for the course. It is particularly important that you be here for your scheduled workshop time. 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 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.
Use academic language

Mark 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: “t” = form, “n” = 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. Best of all, our services are FREE to all CU Boulder students and faculty.

Location and Hours
Norlin Library E-156
Mon-Thurs  9am-8pm
Fri       9am-12 noon
Sun       4pm-7pm

Schedule an appointment
http://www.colorado.edu/pwr/writingcenter.html

Sponsored by the Program for Writing and Rhetoric
you've got the PWR!
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. I genuinely believe that A’s are only earned by work that is excellent in content, form, and style. The difference between an A and a B paper is usually a matter of depth of research, quality of analysis, and stylistic choices. Since excellence is rare, you should not expect an A unless you have earned one (a few people do). All assigned work must be completed to pass the course, including early drafts.

In-Class Essay Quizzes and Response Assignments 20%
Personal Essay 10%
Analytical Essay 25%
Argumentative Essay 25%
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 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.

If you qualify for accommodations because of a disability, please submit a letter to me 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, or www.Colorado.EDU/disabilityservices.

Campus policy requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. Please inform me within the first two weeks of class if you require alternative arrangements in order to complete coursework due to religious obligations. See University policy 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 behavioral standards may be subject to discipline. Faculty have the professional responsibility to treat students with understanding, dignity, and respect, to guide classroom discussion, and to set reasonable limits on the manner in which students express opinions. Professional courtesy and sensitivity are especially important with respect to differences of race, culture, religion, politics, sexual orientation, gender, and nationalities. See policies at http://www.colorado.edu/policies/classbehavior.html and http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code.

The University of Colorado Policy on Sexual Harassment applies to all students, staff, and faculty. Any student, staff, or faculty member who believes s/he has been sexually harassed should contact the Office of the OSH and the campus resources available to assist individuals who believe they have been sexually harassed may be found at http://www.colorado.edu/sexualharassment/
PWR 3020, Spring 2007

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.

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, Jan 16-18

Course Introduction; Elements of Rhetorical Situation

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

For next Tuesday: Read Ch. 1, p.3-32, 38-45, Ch. 2, 46-92, 103-105, Ch. 3, 106-137, Ch. 4, 145-148.

WEEK 2, Jan 23-25

Elements of Summary; 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
Guest Speaker Lydia R. Ruyle from UNC, on Goddess imagery, art, and history

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

WEEK 3, Jan 30-Feb 1

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, cont.

For Tuesday, read and comment on everyone’s draft

WEEK 4, Feb 6-8

Sentence Analysis and Workshop

For Tuesday, final draft of Personal Essay is due.
Skim Ch 5, read 191-192, 197-199, and 216-220 and read Ch 6, 225-233; read Ch 7, p. 273-298
WEEK 5, Feb 13-15

Evolution of Imagery: Inanna, Isis and Osiris, Babylonian Creation Myth
Introduction to elements of image analysis and support; assessing visual rhetoric

For Tuesday, skim Ch 8, read p. 302, 315-319, skim Ch. 9, read 364-369, 377-384.

WEEK 6, Feb 20-22

Tracing Goddess imagery through Greek and Roman mythology

For Thursday, 1 page proposal for your Analytical Essay due. Bring assigned number of copies of proposal and image.

Small group work with proposal

For next week: Skim Ch 10, read 405-415, read all of Ch. 11, read Ch. 12, 447-449, 460-469, 479-485.

WEEK 7, Feb 27-Mar 1

The Iron Age; Yahweh, Evolution of imagery of God as male
Guest Speaker Elizabeth Hall from Regis University, on Jungian Psychology

For next Tuesday, first draft of your image analysis due. Bring assigned number of copies. If you are analyzing a reproducible visual image, attach it to your paper.

WEEK 8, Mar 6-8

Distribution of copies;
Yahweh, con’t and alternative images of male divinity; The Green Man

For Thursday: Read and annotate copies for workshop.

Workshop; Sign up for conferences with Sally next week

For Tuesday: Revise image analysis essay. Attach to Sally in .doc format by the end of Sunday.

WEEK 9, Mar 13-15

No Regular Class, meet with Sally in her office for your conference.

For Tuesday: Final draft of Image Analysis Essay due.

WEEK 10, Mar 20-22

Introduction to Argumentation; subtopic and textual orientation;
Selection of interest area for last essay

For Thursday: read all of Ch 13.

Assessing Arguments about the Feminine in Christianity; Eve
For Tuesday after break, read Ch 14, 547-556, 588-592, 597-608.
One page proposal for your argument paper due.

WEEK 11, Mar 27-29

Spring Break, No Classes

WEEK 12, April 3-5

Assessing Arguments about the Feminine in Christianity, con’t; Mary
Small group work with paper proposals

For Tuesday: first draft of argument paper due. Bring assigned number of copies.

WEEK 13, April 10-12

Distribute copies
Monotheistic Argumentation about the Feminine, con’t; the case of Islam
Guest Speaker, Alisha Black-Mallon, B.A., on female imagery and Islam (may be
subject to change of schedule)

For Thursday, read and annotate drafts as assigned

Workshop

For next week: Revise your draft and read Ch. 16.

WEEK 14, April 17-19

Hand in your draft
Sign up for individual conferences with Sally on Th or next Tuesday
Assessing arguments about the future

Conferences

WEEK 15, April 24-26

Conferences

Assessing Arguments about the Future, con’t

Week 16, May 1-3

FCQs; Final draft of Argumentative Essay due in my mailbox in the PWR main office in
the basement of ENVD by 5 p.m., Thursday, May 3.
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 arguments 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 meet 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 A paper 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.
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<th>PWR Assessment Criteria</th>
<th>Performance</th>
<th>Rubric</th>
<th>Quality</th>
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PWR Assessment Criteria

May 6, 2006

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