
**HIED 66595: Special Topics
Status of Women in Higher Education
Kent State University
Fall 2011**

Wednesday, 5:30-8:15 pm • White 122A

Instructor:

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Office hours: Wed, 2-5pm, and by appointment. Contact instructor to schedule.

Syllabus

Course Description:

This course provides a comprehensive overview of the historical, contemporary, and scholarly perspectives on women students, faculty, administrators, and staff. Women have made many advances, enabled in part by legislative mandates and judicial decisions that pushed institutions to create more equitable opportunities and hospitable academic environments. Yet, overt and subtle barriers continue to thwart women's advancement. Whether we consider new pressures in academic leadership, the tracking of women into part-time and non-track faculty appointments, or social pressures on women students, disparity exists between the opportunities provided to men and women in academe. We will explore why and how women and men experience higher education differently, by drawing on historical, cultural, and psychological contexts, feminist theoretical and research perspectives, and scholarly contributions. As we do, we will amplify voices from across identity groups, observing that there is not a homogeneous "woman in higher education." Likewise, we will be sensitive to how consideration of context, recognition of power, other dimensions of identities, and desire to change society and the academy have fueled and shaped feminist study of the history and condition of women in higher education. This course will not only explore these issues through various media in class, but students will also have the opportunity to investigate a problem of their choice in order to bring the content to life.

Expected Learning Outcomes

Upon successful completion of this course, students will be able to:

- Describe key concepts and salient theoretical perspectives on women and difference in U.S. society, and how power and privilege shape these perspectives, as well as the philosophical foundations and theoretical overview of feminism as it applies to our topics;
- Analyze problems related to the status of women in higher education;
- Assess needs and enact a response; formulate recommendations for practice and potential for social change; and

- Value one's acquired knowledge and know how to continue to learn about and engage with the subject.
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Required Texts:

Allan, E.J. (2011). *Women's status in higher education: Equity matters*. ASHE Higher Education Report, 37(1). San Francisco, CA: Jossey-Bass. ISBN: 978-1-1180-7334-6.

Trigg, Mary K. (Ed.). (2010). *Leading the way: Young women's activism for social change*. New Brunswick, NJ: Rutgers University Press. ISBN: 978-0-8135-4685-8.

Selected chapters/articles (posted to VISTA or distributed in class)

Suggested Texts (selected):

Dean, D., Bracken, S., & Allen, J. (Eds.). (2009). *Women in academic leadership: Professional strategies, personal choices*. Sterling, VA: Stylus.

Evans, E. & Grant, C. (Eds.). (2009). *Mama PhD: Women write about motherhood and academic life*. New Brunswick, NJ: Rutgers University Press.

Glazer-Raymo, J. (2008). *Unfinished agendas: New and continuing gender challenges in higher education*. John Hopkins University Press.

Glazer-Raymo, J. (2001). *Shattering the myths: Women in academe*. The Johns Hopkins University Press.

Heward, C. & Bunwaree, S. (Eds.). (1999). *Gender, education and development: Beyond access to empowerment*. New York: Zed Books.

Jackson, A.P. & Dorsey, M.R. (2009). *Achieving against the odds: African American professional women in higher education*. Bloomington, IN: Author House.

Johnson, Allan (2005). *Gender knot: Unraveling our patriarchal legacy*. Temple University Press.

Martinez Aleman, A.M. & Renn, K. (Eds.) (2002). *Women in higher education: An encyclopedia*. Denver, CO: ABC-CLIO.

Musil, C.M. (Ed.) (2001). *Gender, science, and the undergraduate curriculum*. Washington, DC: Association of American Colleges and Universities.

Naples, N.A. & Bojar, K. (2002). *Teaching feminist activism: Strategies from the field*. Routledge.

- Nidiffer, J. & Bashaw, C.T. (Eds.). (2001). *Women administrators in higher education: Historical and contemporary perspectives*. SUNY Press.
- Pasque, P.A., & Nicholson, S.E. (Eds.). (2011). *Empowering women in higher education and student affairs: Theory, research, narratives, and practice from feminist perspectives*. Sterling, VA: Stylus Publishing. ISBN: 978-1-57922-350-2.
- Qin, Dongxiao. (2009). *Crossing borders: International women students in American higher education*. Lanham, MD: University Press of America.
- Quinn, Jocey. (2003). *Powerful subjects: Are women really taking over the university?* Trentham Books.
- Renn, K.A. & Hughes, C. (2004). *Roads taken: Women in student affairs at mid-career*. Sterling, VA: Stylus.
- Seager, J. (2009). *The Penguin atlas of women in the world*, 4th ed. Penguin Books.
- Valian, V. (1999). *Why so slow? The advancement of women*. Cambridge, MA: The MIT Press.
- Williams, J. (2000). *Unbending gender: Why family and work conflict and what to do about it*. New York: Oxford University Press.
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Course Requirements:

The reciprocal relationship between theory and practice, abstract and concrete, ideas and experience serves as the central focus of this course. As such, class participants are expected to become proficient in understanding and applying concepts delineated in the required course readings. As a graduate level course, you are also expected to demonstrate the ability to use your acquired conceptual understandings as a framework for analyzing and evaluating current issues and administrative practice.

1. Participation and Engagement: Co-constructing Knowledge

Active participation is vital to the successful completion of this course. Participation is expected to include contributing to the creation of a learning community through active listening as well as stimulating discussion in class and (when applicable) on VISTA. Your thoughts and reactions to the readings and your engagement in discussion about the readings with other class members are valued and necessary. Theorists of cognitive development (i.e. Baxter Magolda; Belenky et al; Perry) differentiate between *received knowledge* and *constructed knowledge*. With the former, you *receive* knowledge, as you sit passively, waiting to be ‘filled’ with knowledge, possibly deferent to an external authority or source of knowledge. Constructed knowledge means that you combine what you’ve read and what you hear in class (from instructor and peers), with your own knowledge and experience, to *construct* knowledge. Through rigorous questioning and critical engagement, we strengthen and refine our thinking; we learn to ask questions of what we know, how we have come to know it, and the underlying assumptions in our thinking.

Thus, each class member shares responsibility for creating a learning community with full and informed class participation. The participation portion of the grade will be based on the quality of discussion, quality of analysis, initiative in connecting class concepts with work and current events, and the breadth of engagement. This means you should contribute your voice to discussion, in a meaningful way, at least once each class session.

Topical Assignments: The instructor will occasionally assign an exercise or other preparation to be completed prior to the next class session, i.e. bring a song or news clipping into class. These assignments will form the basis of class discussion and group work.

2. PQC (point, question/quote, comment): Each week, on the night before class (by Tues at 11:59pm), please submit to instructor (on vista), a PQC for what you read.

P) What do you believe were key **points** in what you read?

Q) What **question(s)** are you left with or what particular **quote(s)** stood out? and

C) What **comment(s)** do you have related to what you read?

Your submission should be brief; 4-6 sentences. Imagine you are writing your PQC on a 4" x 6" index card. Your PQC will give me insight into your thinking related to what you read and may guide what we do in class (i.e. use of questions for class discussion). Students will be evaluated on quality and thoughtfulness of PQC and whether submitted on time.

3. Expert Readers: The scope of what we have available to us for reading is vast (and we're only skimming the surface). Thus, to enable us to 'cover more ground,' students will have some shared readings, and will select some readings of choice/preference. Each student will provide an overview of key points from their reading, pose question(s) around key concepts and issues, and facilitate discussion [10-15 minutes]. Leading discussion, as an expert reader, will not be a formal presentation; rather, facilitation and contributions will occur as a 'matter of course' in class discussion. Students have the option to work with a partner, and would thus serve as an expert reader twice in the semester or would knit together their respective readings in a collaborative facilitation.

4. 'Equity Matters' Project. This assignment allows students to:

- Enhance your knowledge of "women's issues" on campus(es),
- Link theory and practice through analysis of topic/issue of choice,
- Apply your knowledge and skills to needs and problems,
- Increase your skill and confidence about working with students, faculty, and staff regarding issues related to the status of women in higher education,
- Make a difference in the status of women in one context.

Students will identify an avenue for learning more about and making a difference related to the status of women in higher education.

Part 1: Proposal: Students will submit a 1-2 pg proposal of what they (individually or in small groups)¹ will do. Project options vary: students can work with an existing project that has an identified need (i.e. Women's Center) or propose something new. The intent is

¹ Students who work in groups will complete/submit proportionately appropriate work; meaning, not the same as if they'd completed the work individually.

that students will identify real needs and work to produce change (i.e. needs assessment, data collection, web development, program development, program implementation).

[due week 6]

Part 2: The issue: In a 3-5 pg essay, students will describe the issue/problem related to women in higher education that they have selected as their project area. Each will gather evidence of and more information about the issue to gain deeper understanding. Some questions to ask yourself as you prepare your submission:

- What are the statistics, reports, stories, policies? Situate your campus in a larger context, meaning, what are comparative data nationally, regionally, with similar type/size institutions?
- What makes this an issue? Be sure to differentiate symptoms from root causes.
- What feminist perspective (as discussed in Allan) frames the issue, and how might you reframe the issue through your project?

This essay should be typed, doubled-spaced, 12-point font, with 1” margins.

All submissions must have an annotated reference page of sources that are cited in the essay; a minimum of 6 sources, of which at least 3 must be empirical, must be used.

[due week 9]

Part 3: Final Project: Students will submit a final paper (due week 15), describing what you did, how this action worked to redress core issues, whether the action taken was successful or not (and how you know), what was learned. Students will also draw upon one of the feminist perspectives (in Allan) and articulate what perspective frames your issue and the implications for change. In conjunction with sources identified in part2, students must explicitly link their final paper to at least 3 class readings. At the end of the semester, students will present, during an exhibition, a visual representation of their projects and learning; students are encouraged to be creative. Note: This project is cumulative; one’s final submission (part3) incorporates previous work (i.e. description of issue).

[Additional details will be provided in class.]

Evaluation:

Participation	15%
PQC (10 at 6 pts each)	25%
Expert Reader	15%
Equity Matters Project	<u>45%</u>
Part 1 = 10%	100%
Part 2 = 15%	
Part 3 = 20% (15% for paper; 5% for visual)	

Grades in this course will be based on the quality and completion of all requirements listed above. As a graduate level course, you are expected to exhibit high quality work that demonstrates sound understanding of the concepts and their complexity. Your written work should reflect professional quality in spelling, grammar and composition. Earning an “A” represents written and oral work that is of exceptionally high quality and demonstrates superb understanding of the course material. A “B” grade represents written and oral work that is of

good quality and demonstrates a sound understanding of course material. A “C” grade represents a minimally adequate completion of assignments and participation demonstrating a limited understanding of course material.

More specifically, the grading scale for the course is:

A	(93-100%)	A-	(90-92%)	B+	(87-89%)
B	(83-86%)	B-	(80-82%)	C+	(77-79%)
C	(73-76%)	C-	(70-72%)	D+	(67-69%)
D	(63-66%)	D-	(60-62%)	F	(below 60%)

Late Work: It is expected that course papers/projects will be submitted on the date due. Any student with extenuating or emergency circumstances that prevent submission on the due date should discuss his/her situation individually with the instructor. Late submission of work will receive a minimum of one-letter grade reduction.

Attendance: You are expected to attend each class session. If an absence is unavoidable, please notify the instructor ahead of time. Although it is not possible to “make up” a class session, it is your responsibility to contact the instructor to make arrangements for missed work, announcements, handouts, and lost participation. Failure to seek remedies for missed work and to compensate for lost participation will result in a lower final grade for this course.

*“For the master’s tools will never dismantle the master’s house.
They may allow us to temporarily beat him at his own game,
but they will never enable us to bring about genuine change.”*
~ Audre Lorde (1979)

General Information

VISTA: This course is supported by WebCT VISTA8, web-based course management tool. The instructor and students will post materials to VISTA8. At times, in-class discussion may be supplemented with or replaced by asynchronous discussion via VISTA. Thus, all students must ensure regular access to VISTA.

Technology and Civility: Technology increasingly intrudes on our ability to be fully present with each other and give wholly to the learning environment. Thus, it is expected that each will:

- Silence or turn off cell phones, pagers, palm pilots, and similar devices prior to class.
- Not use technology for social networking purposes.
- Turn off text messaging capabilities including notification of received messages.
- Not use laptops/notebooks/netbooks for purposes other than notetaking unless instructor has approved other options/uses.

Accommodation: University policy 3342-3-18 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact the instructor at the beginning of the semester. Please note, you must first verify your eligibility for academic

accommodation through Student Accessibility Services; they can be reached at 330-672-3391 and are located on the ground floor of the DeWeese Center. FMI about your rights and responsibilities, see

<http://www.registrars.kent.edu/disability/Current/StudentHandbook/RightsReas.htm>

Statement of Inclusion: Kent State University, as an equal opportunity educational institution, encourages an atmosphere in which the diversity of its members is understood and appreciated; an atmosphere that is free of discrimination and harassment based on identity categories. Thus, all members of the university are expected to join in creating a positive atmosphere in which individuals can learn and work, an environment that is sympathetic, respectful and supportive. (See “University Policy Register”)

The instructor of this course is committed to teaching equitably and inclusively, addressing the needs, concerns, and interests of each and every student, regardless of age, gender/sexual identity, race/ethnicity, class, sexual orientation, religion, English language experience, or disability.

Case Studies, e-portfolio

In their final semester of the HIED program, students enroll in the capstone requirement, Case Studies in Higher Education (HIED 66655). A component of this course is to compile a graduate portfolio - a retrospective of one's experience in the program and thoughts regarding one's job search and future professional development. One part of the portfolio is to prepare a course work summary. In order to best prepare, students are advised to write and retain a brief reflection of this course at the end of the semester, and encouraged to retain copies of syllabi and course materials such as papers or projects.

ACADEMIC INTEGRITY

As members of the community of higher education, we are all subject to the standards of academic integrity. Students are subject to the Code of Student Conduct. Using another person's words, thoughts or ideas without proper attribution is plagiarism and a form of academic dishonesty. Academic dishonesty is a violation of University policy. All students must become familiar with and abide by the University's policy on academic integrity, which prohibits cheating and plagiarism. For more information about University policy see The University Policy Register at <http://imagine.kent.edu/policyreg/> Further, I direct your attention to the APA style manual for a statement on plagiarism and a helpful example of how to paraphrase. Finally, Indiana University offers a useful guide regarding plagiarism:

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

Publication Manual of the American Psychological Association, 6th ed. (2010). Washington, D.C.: American Psychological Association. [2nd printing, October 2009. ISBN-10: 1-4338-0561-8]

"The world will not evolve past its current state of crisis by using the same thinking that created the situation." --Albert Einstein

NOTE: Portions of this syllabus are adapted from ideas shared by Kerry Ann O'Meara, University of Maryland; Myra Strober, Stanford University; Tamara Yakaboski, Southern Illinois University; Christine Min Wotipka, Stanford University.

8-26-11