

## **-COURSE SYLLABUS**

### **First Year Seminar: Well-behaved women rarely make (scientific) history**

Fall 2015

Dr. Jacquelyn S. Fetrow

#### **Contact Information**

Instructor: Jacquelyn S. Fetrow, Provost and VP of Academic Affairs, Professor of Chemistry  
Office: Maryland Hall 202

Office Hours: Monday and Wednesday, 6-7pm; other times by appointment

Email and texting: [jfetrow@richmond.edu](mailto:jfetrow@richmond.edu) (gchat: [jacquesuf@gmail.com](mailto:jacquesuf@gmail.com))

**Note:** I'm generally available for response to email within 24 hours. I will also respond to gchat within 24 hours. If you need immediate assistance or want to schedule an appointment, please contact my assistant, Laura Harrison ([lharris3@richmond.edu](mailto:lharris3@richmond.edu), Maryland Hall 202, 804-289-8153)

Course blog site: <https://blog.richmond.edu/fyswomeninscience/>

Writing Consultant: Boyi Zhang [boyi.zhang@richmond.edu](mailto:boyi.zhang@richmond.edu)

**Note:** Boyi will be making a google doc available for times to sign up and meet with her.

#### **Course Meeting Times**

Monday and Wednesday, 4:30-5:45, Media Resource Center Auditorium, Boatwright Library  
At the University of Richmond, significant learning takes place outside of the classroom, as you learn to develop the skills for ongoing lifetime learning. For every hour we spend in the classroom, it is expected that you will spend 3-4 hours (and sometimes more) outside of the classroom on reading, writing, researching, and otherwise engaging with and learning course material and developing course skills.

#### **First Year Seminar Course and the WIMS Living-Learning Community**

This FYS is associated with the Women in [Math and Science \(WIMS\) Living-Learning Community](#). Twelve of you are in that living learning community in which you live on together in Lora Robins Court and have opportunities for activities beyond the classroom. Two of you are not in the living learning community, but are part of the [Integrated Quantitative Science \(IQS\) Program](#). Three of you are not part of either the Living-Learning Community, or the IQS Program.

Some of the WIMS activities have been developed specifically for this course. *These course-specific outside-of-class activities are required for all students in the class.* These activities are explicitly identified in the [Course Schedule](#) document. Other WIMS activities are not required for the course, but you will be invited to join them.

#### **Course Description**

This FYS has been designed to develop your analytical and critical thinking skills, proficiency in expressing opinions and ideas, and ability to distinguish cause and correlation, in a setting that focuses on the history of women in science. We will explore a number of questions, including:

- What has been the setting of women who have succeeded in science historically?
- Does the American educational system adequately prepare girls to succeed in science?

- Who are role models for the next generation of women scientists? (We will meet some of them!)
- How does the media portray women scientists?

These issues, themselves, are complex. Different studies present differing assumptions and results, as well as conflicting interpretations. Substantial differences of opinion exist, both in the scientific literature and in the public media.

In this FYS, we will explore and grapple with these issues, both orally and in writing. Class readings and discussions, taken from the scientific literature and from the media, will focus on the problem of gender disparity in science and technology, whether there is scientific evidence for innate differences in science and math proficiency between men and women, and whether institutional biases against women in science and math fields exist. We will read about and explore the scientific accomplishments of some notable women, as well as their lifestyle or institutional settings that allowed them to succeed.

### **Course Objectives**

If you commit to course participation and active engagement in this course, by the end of the semester, you will have:

1. Developed and enhanced your ability to read and think critically;
2. Developed and enhanced your ability to communicate effectively, in writing, speech, and other appropriate forms;
3. Developed and enhanced your understanding of the fundamentals of information literacy and library research and become familiar with the resources available in Boatwright Library;
4. Worked closely with your fellow students and with the professor;
5. Expanded your understanding of the history of women in science and developed an appreciation of the many interpretations of data and history in this field.

These are important skills that you will use in your other courses during your four years at the University of Richmond. These are also important skills that you will need for your future success in the world of work, following your time at the University of Richmond.

### **Course Prerequisites**

You are taking this course in the first semester of your first year in college. I expect that you will bring to the course a desire to actively engage with the course material, a desire to practice and learn the reading, writing, and presentation skills that are required in the course,

### **In-Class Participation and Attendance**

This is a First Year Seminar. Participation in the in-class exercises and discussions is essential to achieving the course learning objectives. Class attendance at every class is expected and required. Unexcused absences will reduce your course grade, and excessive absences will result in a failing grade. Illness may be excusable, but when possible please email the professor before the class you will miss (documentation may be required).

Active participation in class discussions and in-class work is also expected. Regular non-participation will result in point deductions to your grade.

Your work outside of class with the Writing Consultants and the Speech Center is also required. Some times are meeting with the Writing Consultant or going to the Speech Center is noted on

the Course Schedule. Of course, it is expected that you will take responsibility to utilize these resources on a regular basis, but on your own schedule.

Laptops and other electronic devices are allowed in class for course-related purposes; however, inappropriate use during class time may result in letter reductions from the overall course grade. Please remember to mute your phone and other electronic devices before each class starts.

In addition, attendance at the FYS Conference during family weekend is encouraged. Come see the work of your student colleagues—perhaps you will present at the FYS Conference next year!

**Note on excused absences:** Please provide a schedule early in the semester if you have activities that will require you to miss any classes, outside-of-class activities or due dates.

### **Required Materials**

**Note:** Both books are available in the UR Boatwright Library and are on reserve for this semester.

**Book:** Why Aren't More Women in Science?: Top Researchers Debate the Evidence November 15, 2006; Stephen J. Ceci, PhD, and Wendy M. Williams, PhD (Editors) ISBN-13: 978-1591474852 ISBN-10: 159147485X

This book is available for free through UR's American Psychological Association subscription. Using this link, you can access the pdfs for each chapter and download them from that site—so that is a way to access these for free! It is possible that, if you all access the pdfs at once, we would exceed our user limit—if that happens, just try again later.

<http://newman.richmond.edu:2048/login?url=http://psycnet.apa.org/books/11546/>

This edited book is a series of scientific papers which provide foundational research on gender and science. The articles in this book will allow you to engage with the research behind the topic of gender in science. You will learn to compare and contrast results from different studies and evaluate the evidence overall. You will be expected to develop your own perspective of the evidence overall and be able to communicate that verbally and in writing.

**Book:** The Madam Curie Complex: The Hidden History of Women in Science. Julie Des Jardins (Author). March 1, 2010. ISBN-13: 978-1558616134 ISBN-10: 1558616136

You can also get this book to read electronically through the Kindle Store:

[http://www.amazon.com/The-Madame-Curie-Complex-History-ebook/dp/B0038M1UQK/ref=redir\\_mobile\\_desktop?ie=UTF8&noEncodingTag=1&redirectFromSS=1](http://www.amazon.com/The-Madame-Curie-Complex-History-ebook/dp/B0038M1UQK/ref=redir_mobile_desktop?ie=UTF8&noEncodingTag=1&redirectFromSS=1) (Note that kindle books can be read on any e-device simply by downloading the free software from Amazon—I read Kindle books on my Nexus Android tablet.)

The Madame Curie Complex describes the biographies of some women in science through the last century. From her perspective as a historian, the author explores the question, “why are the fields of science and technology still considered to be predominantly male professions?” The chapters in this book will allow us to explore the historical context of science, as well as women's history in that science. We will explore how the writing of scientists and historians differs. And, you will develop an understanding of what it means to “write for an audience”—from the perspectives of writing as a scientist and writing as historian/biographer.

**Other Readings** will occasionally be assigned. These readings are available for free, including:

What 'Learning How to Think' Really Means, Chronicle Higher Ed, <https://shar.es/1qaShP>

College is not a commodity. Stop treating it like one. Wash Post <http://wpo.st/hEqM0>

The actual text of Larry Summers's comments at the NBER Conference on Diversifying the Science & Engineering Workforce in January 2005: [http://www.harvard.edu/president/speeches/summers\\_2005/nber.php](http://www.harvard.edu/president/speeches/summers_2005/nber.php)

**Course Blog Site:** Requirements of this course include weekly blogging. We will use the University of Richmond Wordpress blog site, <http://blog.richmond.edu/fyswomeninscience/>. Instructions for setting up your blog and using the system will be shared during the second class period. Additional information can be found here: <http://blog.richmond.edu/>. Instructional Technology Consultants Andrew Bell and Ryan Brazell will join us during the second class period to help you set up your own blogs.

**Blackboard:** We will not be using Blackboard in this course. Course information, announcements, and portfolios will be kept on the blog site.

**Email** will be used for course communications and is an effective method for contacting the instructor outside of class. *Students are expected to check their email daily.* If you wish to use an email address other than your richmond.edu address you can set up email forwarding at [is.richmond.edu/email](mailto:is.richmond.edu/email).

**Course Schedule:** The course schedule can be found as a separate document on the course blog site ([CourseSchedule-Date](#)). This schedule provides guidance on class topics, readings, assignments and events throughout the semester. *This schedule is subject to change, so please check it regularly.*

**Note:** We will have a final exam in this course. *The final exam is on Friday, December 11, 2015, from 2-5pm.* Mark this date on your calendar! You will need to be here for this exam.

**Course Assignments and Requirements:** Details regarding the course requirements (oral presentations and writing assignments) can be found in a separate document on the course blog site ([CourseAssignments-Date](#)). This document states the requirements and learning goals of each assignment, as well as the rubrics for grading.

**Course Evaluation:** Each assignment has its own grading rubrics, which you can find on the Course Assignments document. In this course, you will be graded by rubrics that will look something like this:

Criteria	Unsatisfactory	Underdeveloped	Satisfactory	Proficient	Exceptional
Points	1-2	3-4	5-6	7-8	9-10
Criteria 1					

Please note that, as a first year student, you are learning to do college-level and academic reading, writing, and presentation. I do not expect your work to be exemplary by the end of this course—learning is a process and your abilities will continue to grow during your four years at the University of Richmond. In this course, A grades will generally fall in the “proficient” range.

B and C grades will generally fall in the “satisfactory” range, while D grades will generally fall in the “underdeveloped” range.

Late submissions on assignments will not be accepted, except under exceptional, unavoidable, and undocumented circumstances.

No incomplete grades (I or Y) will be allowed except for truly exceptional, unavoidable, documented circumstances.

### **Accommodations**

Students with conditions that may require an accommodation for taking this course should contact the appropriate Student Development Office as soon as possible.

(<http://studentdevelopment.richmond.edu/>)

### **University Holidays/Religious Observances**

The holidays and schedules for academic calendars are available on the Registrar’s web site at <http://registrar.richmond.edu/planning>. The University is a secular institution that values a diversity of religious expression. The University is also an active community with a wide range of personal commitments and academic and extracurricular activities. You may be excused from class or other assignments because of religious observance. *If you will miss an academic obligation because of religious observance at any time during the semester, you are responsible to contact the professor within the first two weeks of the semester.* You will be responsible for working with the professor to complete missed work.

### **University of Richmond Honor Code and Academic Integrity**

(<http://studentdevelopment.richmond.edu/student-handbook/honor/the-honor-code.html>):

The University of Richmond is an academic community that subscribes to an honor system. By accepting membership in this community we each assume the obligation to be trustworthy in all pursuits. Cheating, plagiarism or other forms of academic dishonesty are unacceptable and may result in dismissal from the class or the University. Violations will be referred to the Honor Council for investigation and determination of responsibility and appropriate sanctions.

Students must include the honor pledge on submitted work: *I pledge that I have neither given nor received unauthorized assistance during the completion of this work.*

Students are encouraged to work with professors to clarify the nature of an assignment or any of its components. Assignments not designated as paired or group projects must be completed by you without assistance from any person or source. For other assignments the “empty hands policy” will prevail: You may freely discuss ideas with other students, but each student must leave the discussion without any written or otherwise recorded material. Any manifestation of copying another student’s work for your own (digital, verbal, written, etc.) is not permitted under this policy.

Plagiarism is not permitted. If you are unclear on what constitutes possible plagiarism, please consult the Boatwright Library’s resources (contacts included in this document). Another good source for consultation is the English department resources (including <http://english.richmond.edu/courses/writing-tips-documents/avoiding-plagiarism.pdf>) or discuss with the instructor and/or writing consultant.

Unauthorized acceptance or distribution of course materials (current or previous semesters), such as with online study sharing sites, will be deemed to be an honor violation and treated accordingly.

## **ADDITIONAL SUPPORT**

If you experience difficulties in this course, please do not hesitate to consult with me immediately. The University of Richmond offers many other avenues of support, as well, which I strongly encourage you to access through the semester. Most important for this course are the speech center, writing center, and the library. Take advantage of these resources, as they offer expertise and assistance that will enable your success.

**Writing Center** (<http://writing.richmond.edu> or 289-8263): Assists writers at all levels of experience, across all majors. Students can schedule appointments with trained writing consultants who offer friendly critiques of written work. *The Writing Consultant for this course is Boyi Zhang. You will meet her the first day of class. Her contact information is at the top of this syllabus.*

**Speech Center** (<http://speech.richmond.edu> or 289-6409): Assists with preparation and practice in the pursuit of excellence in public expression. Recording, playback, coaching and critique sessions offered by teams of student consultants trained to assist in developing ideas, arranging key points for more effective organization, improving style and delivery, and handling multimedia aids for individual and group presentations.

**Boatwright Library Research Librarians** (<http://library.richmond.edu/help/ask/> or 289-8876): Research librarians assist students with identifying and locating resources for class assignments, research papers and other course projects. Librarians also provide research support for students and can respond to questions about evaluating and citing sources. Students can email, text or IM or schedule a personal research appointment to meet with a librarian in his/her office on the first floor Research and Collaborative Study area.

**Academic Skills Center** (<http://asc.richmond.edu>, 289-8626 or 289-8956): Assists students in assessing their academic strengths and weaknesses; honing their academic skills through teaching effective test preparation, critical reading and thinking, information processing, concentration, and related techniques; working on specific subject areas (e.g., calculus, chemistry, accounting, etc.); and encouraging campus and community involvement.

**Career Services** (<http://careerservices.richmond.edu/> or 289-8547): Can assist you in exploring your interests and abilities, choosing a major, connecting with internships and learning experiences, investigating graduate and professional school options, and landing your first job. We encourage you to schedule an appointment with a career advisor during your first year.

**Counseling and Psychological Services** (<http://wellness.richmond.edu/> or 289-8119): Assists students in improving their mental health and well-being, and in handling challenges that may impede their growth and development. Services include short-term counseling and psychotherapy, crisis intervention, psychiatric consultation, and related services.

**Violence and harassment based on sex and gender.** The University of Richmond policies state clearly that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc (<http://studentdevelopment.richmond.edu/student-concerns/sexual-misconduct/index.html>). If you or someone you know has been harassed or assaulted, you can find the appropriate resources here

- **University of Richmond's Title IX Coordinators.** Associate Dean Kerry Fankhauser at (804) 287-6646, or Associate Dean Dan Fabian at (804) 289-8061. They can talk with you about your options on campus and refer you to resources in the University community. The University's Title IX Coordinators are Safe Zone Allies.
- **Counseling and Psychological Services.** Talk with a counselor who will maintain confidentiality, help explain your options, give you information, and provide emotional support. On campus, you can call Counseling and Psychological Services (CAPS) at (804) 289-8119. When the CAPS office is closed, a University counselor is on-call and may be reached through the University Police dispatcher at (804) 289-8715 or through your Resident Assistant; you only need to say that you would like to speak with the counselor on call. Please note that all CAPS Counselors are Safe Zone Allies.
- **University of Richmond Campus Police.** University Police by calling 8911 (from a campus phone) or (804) 289-8911.
- **University's Victim/Survivor Advocate,** Beth Curry, who is available to listen and support, answer questions, provide information, accompany victims to medical treatment, assist with academic needs, and explain reporting options. She can be reached at (804) 287-1217, [ecurry@richmond.edu](mailto:ecurry@richmond.edu). Beth Curry is a Safe Zone Ally.