**NARRATIVE**

**WS 450: Student Activism in Theory and Practice**

In addition to serving as a Foundational Studies Upper-Division Integrative Elective, WS 450-- “Student Activism in Theory and Practice” meets an elective requirement in the Women’s Studies minor and also is a core requirement in the Civic Leadership minor.

Although one faculty member is primarily responsible for teaching WS 450, Interdisciplinary Programs (via Women’s Studies) is committed to offering a single face-to-face section each Fall with of maximum enrollment of 50 students.

In addition, Interdisciplinary Programs is committed to offering an online section of the course during one of the Summer sessions, also with a maximum enrollment of 50 students.

Students in the online section of WS 450 will earn their discussion points by participating in a deliberative dialogue over the reading on the Blackboard discussion board. They will write two SRA’s. The first will be over *Iron-Jawed Angels* and the second will be over *North Country.* They will also write a structured reflection entitled “My Activism,” where they will draw upon the required readings to determine if they are an activist and if so what type of activist strategies they might employ; and, if they aren’t, why they do not identify with activism.

Although students enrolled in the online course will not be organizing Take Back the Night, they still will complete the 5 problem-based inquiries. In lieu of organizing Take Back the Night, students will participate in a group project where they conduct research on a historical or contemporary example of student activism. The group will then present its findings in a power point presentation.

As the exemplar syllabus indicates, the Interdisciplinary Programs is committed to ensuring that students enrolled in the regular section of WS 450, as well as honors student enrolled in WS 450 H, will meet the Upper Division Integrative Electives learning objectives and skill and applied learning requirements.

We also are committed to conducting an assessment each time the course is offered to determine whether students are meeting the specified Foundational Studies program outcomes, the learning objectives, and the skill and applied learning requirements. If they are not, we will respond immediately by shoring up those areas in which the outcomes appear not to have been met.

**WS 450/WS 450 H: Student Activism in Theory and Practice**

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Blackboard Website: <http://blackboard.indstate.edu> (login using your ISU user name and password)

Foundational Studies Credit: Upper Division Integrative Elective

Students who successfully complete “Student Activism in Theory and Practice” will meet a 2010 Foundational Studies Upper-Division Integrative Elective requirement.

Course Description:

This Foundational Studies Upper Division Integrative Elective is open to any major. During the first half of the semester, we will explore the **philosophical**, **historical,** **political**, **legal**, **artistic**, **literary** and **social** foundations of student activism. We also will interrogate different perspectives on leadership, **ethics,** activism, **diversity,** democracy, and **social responsibility**. During the second ½ of the semester, we will learn about gendered violence, solve-problem based inquiries relating to gendered violence, and organize ISU’s annual Take Back the Night rally and march (5:30 PM-8:00 PM, Tuesday, November 30). The culminating experience in the class is a paper over the four assigned problem-based inquiries and Take Back the Night.

Foundational Studies Program Outcomes:

Taking “Student Activism in Theory and Practice,” as well as meeting the other requirements in Foundational Studies, will help ensure that upon graduating from Indiana State University you will have the knowledge base and skills to be successful professionals, consumers, and citizens (see the Foundational Studies website <http://www.indstate.edu/gened> for a listing of the Foundational Studies program objectives).

Specifically, this course will move students towards competence in the following Foundational Studies learning outcomes:

* Locate, critically read, and evaluate information to solve problems;
* Critically evaluate the ideas of others;
* Apply knowledge and skills within and across the fundamental ways of knowing;
* Demonstrate the skills for effective citizenship and stewardship;
* Demonstrate an understanding of diverse cultures within and across societies;
* Demonstrate an understanding of the ethical implications of decisions and actions;
* Express yourself effectively, professionally, and persuasively both orally and in writing.

Foundations Studies Learning Objectives for Upper Division Integrative Electives:

1. Use a thematic approach to a particular topic or issue that integrates multiple ways of knowing;

* Theme: Student Activism in Theory and Practice
* Integration of “Multiple Ways of Knowing”:
  + Social or Behavioral Science (Assigned readings, Discussions, Quizzes, Problem-Based Inquiries, and Final Project)
  + Historical (Assigned readings, Discussion, Quizzes, and Final Project)
  + Literary (Assigned readings, Discussions, Quizzes, Problem-Based Inquiry, and Final Project)
  + Fine and Performing Arts (Assigned readings, Discussions, Quizzes, Problem-Based Inquiry, and Final Project)
  + Global Perspectives and Cultural Diversity (Assigned readings, Discussions, Quizzes, and Final Project)
  + Ethics and Social Responsibility (Assigned readings, Discussion, SRA’s, Quizzes, and Final Project)

1. Engage in a project or conduct research that makes use of “multiple ways of knowing” to address a particular topic or issue;

* Five Problem-Based Inquiries
* Final Project
  + Organize Take Back the Night
  + Individual Paper

Analyze and write at an advanced level

* Two Summary, Reaction, and Analysis Papers (worth 100 points apiece—200 total points)
* Four Problem-Based Inquiries (worth 50 points apiece—200 total points)
* Final Project (individual paper worth 200 points)

Skill and Applied Learning Requirements for Upper-Division Integrative Electives:

Every Foundational Studies designated course must assist students in developing and improving their critical thinking, information literacy, and written communication skills. In this class, the following assignments will assist you in meeting these skills:

* Assigned reading (critical thinking skills)
* Deliberative dialogue over the assigned reading (critical thinking skills)
* “Summary, Reaction, and Analysis” papers (critical thinking and written communication skills)
* Problem-Based Inquiries (critical thinking information literacy, and written communication)
* Final Project (critical thinking, information literacy, and written communication skills)

For a course to earn a designation as an Upper- Division Integrative Elective, it also must:

* Incorporate opportunities for you to critically read and analyze sophisticated, and complex text, and to write intensively.
* Selected reading from 17 different texts
* 2, six page, Summary, Reaction, and Analysis papers
* 4, five page, Problem-Based Inquiries
* Final paper (no fewer than 11 pages and no more than 22 pages in length)
* Include assignments that apply information from within and across various "ways of knowing"
* Final Project: Take Back the Night-you will integrate information from the following “ways of knowing”:
  + - Social or Behavioral Science
    - Historical
    - Literary
    - Fine and Performing Arts
    - Global Perspectives and Cultural Diversity
    - Ethics and Social Responsibility

Course Information and Policies:

*Attendance*: Numerous studies indicate that students who attend class regularly do better than those who do not. Accordingly, attendance will be taken each class. You may miss four times throughout the semester without penalty. It is not necessary to explain the reason for your absence. I will not make a distinction between excused and unexcused absences. Once you have exceeded the four class limit, your grade will begin to suffer and ultimately you will earn an F out of the class.

*Participation:* You cannot meet the objectives of this course by being a passive learner. To develop critical thinking skills and information literacy skills—two of the required skill and applied learning requirements of this course—you must *do*. That is you must engage in active learning (e.g., write and re-write, research, assess the quality of your sources, and conduct better more refined research, and apply that which you have learned to real world scenarios).

*Sycamore Standard*: Students at Indiana State University are expected to accept certain personal responsibilities that constitute the "standard" for behavior in a community of scholars.

As a student at Indiana State University:

I will practice personal and academic integrity; I will commit my energies to the pursuit of truth, learning, and scholarship; I will foster an environment conducive to the personal and academic accomplishment of all students; I will avoid activities that promote bigotry or intolerance; I will choose associations and define my relationships with others based on respect for individual rights and human dignity; I will conduct my life as a student in a manner that brings honor to me and to the University Community; I will discourage actions or behaviors by others that are contrary to these standards.

Adopted by the Indiana State University Student Government Association April 17, 2002

*Civility:* I expect that you will treat me and your classmates with respect. Disrespectful behavior includes but is not limited to distracting side-bar conversation, using technology (cell phone, laptop) for non-class purposes, and rude actions or verbal responses. Moreover, since discussion is a key component of this class, you are expected to listen closely to what people say and to formulate your responses with the understanding that reasonable people can disagree.

*Academic Dishonesty (Plagiarism):* In academia, our ideas are our currency. Since this is the case, we make sure that we recognize appropriately the work (or ideas) of others that we use and we expect them to do the same when they use our ideas. You, too, are expected to give credit when using another person’s ideas. When writing a paper, you must use correctly either the MLA or APA citation style. If you intentionally plagiarize (falsify or contrive sources, lift text directly from a book or website, submit another person’s work as your own, etc.), you will earn a 0% on the assignment in question and I will report your conduct to Student Judicial.

*Academic Freedom:* According to the American Association of University Professors 1940 statement on academic freedom “teachers are entitled to freedom in the classroom in discussing their subject.” What academic freedom entails is further clarified in the following passages.

It is not appropriate for professors to indoctrinate: to dogmatically assert that propositions that are uncertain are fact. But, as stated by the AAUP “indoctrination occurs only when instructors dogmatically insist on the truth of propositions by refusing to accord their students the opportunity to contest them.” It is appropriate for a professor to assert that a proposition is true if this is based on the professor’s study and research. Professors should note when there is controversy about a topic within their discipline, but are not required to do so. It is also a fundamental error to assume that materials assigned by a teacher are endorsed by a teacher.

Professors are free to select material and ideas in class that in her or his professional opinion is most relevant to understanding the phenomena under study. They may not omit the teaching of major ideas in their discipline that are generally perceived as absolutely essential, but such ideas are rare in the social sciences. An instructor has the freedom to introduce a broad and diverse number of subjects to a class if they deem that they are relevant to the subject matter at hand.

These passages were adapted from the AAUP’s statements about academic freedom <http://www.aaup.org/AAUP/issues/AF/> ).

*Americans with Disabilities Act Policy:* “Indiana State University seeks to provide effective services and accommodation for qualified individuals with documented disabilities. If you need an accommodation because of a documented disability, you are required to register with Disability Support Services at the beginning of the semester. Contact the Director of Student Support Services. The telephone number is 237-2301 and the office is located in Gillum Hall, Room 202A. The Director will ensure that you receive all the additional help that Indiana State offers. If you will require assistance during an emergency evacuation, notify your instructor immediately. Look for evacuation procedures posted in your classrooms.”

*Laptop Required for Course*: Irregular Usage: For the purposes of this course it will be assumed that you are in compliance with the mandatory laptop policy of the University. You will be expected to bring your laptop and be ready to use it when the instructor indicates. Usage of the laptop must conform to the provisions of this course as laid out in this syllabus as well as the Code of Student Conduct

Assigned Reading

**Required Reading (Honor students or for co-curricular credit for WS 450 students)**

Carol J. Adams, *The Sexual Politics of Meat: A Feminist-Vegetarian Critical Theory*

**Novel (select one—Honor students or for co-curricular for WS 450 students)**

Janine Latus, *If I am Missing or Dead*

Joshua Daniel Phillips, *1800 Miles: Striving to End Sexual Violence One Step at a Time*

Anna Quindlen, *Black and Blue*

Alice Sebold, *Lucky*: *A Memoir*

**Movies (WS 450 students or for co-curricular credit for honor students)**

*Iron-Jawed Angels (August 26, Events Area, CML, 6:15-8:00 pm)*

*The Burning Bed (to be shown in class)*

**Required Reading (chapters and excerpts from the following texts)**

**Activism:**

John W. Bartlett, *The Future is Ours: A Handbook for Student Activists in the 21st Century*

* Social or Behavioral Science
* Literary
* Fine and Performing Arts

Carl Davidson, *The New Radicals in the Multiversity and other SDS writings on Student Syndicalism*

* Ethics and Social Responsibility
* Historical Studies

Sarah Henderson and Alana S., *Participation and Protest: Women and Politics in a Global World*

* Historical Studies
* Social or Behavioral Science
* Global Perspectives and Cultural Diversity

David S. Meyer, *The Politics of Social Movements in America*

* Ethics and Social Responsibility
* Historical Studies
* Social or Behavioral Science
* Global Perspective and Cultural Diversity

Randy Rhoads, *Freedom’s Web: Student Activism in an Age of Cultural Diversity*

* Ethics and Social Responsibility
* Historical Studies
* Global Perspectives and Cultural Diversity

Randy Shaw, *The Activist’s Handbook: A Primer*

* Social or Behavioral Science
* Global Perspectives and Cultural Diversity

**Civic Engagement**

Harry C. Boyte, *The Citizen Solution: How You Can Make a Difference*

* Ethics and Social Responsibility

Adam Davis and Elizabeth Lynn, *The Civically Engaged Reader: A Diverse Collection of Short Provocative Readings on Civic Activity*

* Ethics and Social Responsibility
* Literary Studies
* Global Perspectives and Cultural Diversity

Paul Rogat Loeb, *Soul of a Citizen: Living with Conviction in a Cynical Time*

* Ethics and Social Responsibility
* Global Perspectives and Cultural Diversity

**Leadership:**

Keith, *The Case for Student Leadership*

* Social or Behavioral Science

James M. Kouzes and Barry Z. Posner, *The Student Leadership Challenge: Five Practices for Exemplary Leaders*

* Social or Behavioral Science

**Readings and Resources on Gendered Violence**

Stanley G. French, Wanda Teays, and Laura Martha Purdy, [*Violence against Women: Philosophical Perspectives*](http://www.amazon.com/Violence-Against-Women-Philosophical-Perspectives/dp/0801484529/ref=sr_1_2?s=books&ie=UTF8&qid=1283703511&sr=1-2)

Christopher Kilmartin, *Sexual Assault in Context: Teaching College Men about Gender*

Christopher Kilmartin and Julie Anderson*,* [*Men's Violence Against Women: Theory, Research, and Activism*](http://www.amazon.com/Mens-Violence-Against-Women-Research/dp/0805857710/ref=sr_1_6?s=books&ie=UTF8&qid=1284642800&sr=1-6)

J. Ralph Lindgren and Nadine Taub, *The Law of Sex Discrimination*

Catharine A. MacKinnon, *Sexual Harassment of Working Women*

*Date Rape: An Opposing View Points Series*

Martha Nussbaum, *Sex and Social Justice*

Laura L. O'Toole, Jessica R. Schiffman, and Margie L. Kiter Edwards, [*Gender Violence (Second Edition): Interdisciplinary Perspectives*](http://www.amazon.com/Gender-Violence-Second-Interdisciplinary-Perspectives/dp/0814762107/ref=sr_1_1?s=books&ie=UTF8&qid=1283703310&sr=1-1)

Natalie J. Sokoloff, [*Domestic Violence at the Margins: Readings on Race, Class, Gender, and Culture*](http://www.amazon.com/Domestic-Violence-Margins-Readings-Culture/dp/0813535700/ref=sr_1_6?s=books&ie=UTF8&qid=1283703725&sr=1-6)

Stephen M. Thompson, *No More Fear*

**Course Requirements:**

Attendance 50 points

Participation in Student Leadership Conference 50 points

Participation in Discussion on Readings 50 points

Participation in Co-Curricular Events 50 points

Five Co-Curricular Activities or,

Hull House Service Learning trip or,

Book Review (WS 450 students) or,

2 movie reviews (Honor students).

Movie Review #1 (WS 450) /Book Review (Honors) 100 points

Movie Review #2 (WS 450) /Book Review (Honors) 100 points

Quizzes (5 x 20) 100 points

Final Project: Take Back the Night 500 points

4 Problem-based inquiries (4 x 50 = 200)

Instructor’s Evaluation (25)

Peers’ Evaluation (25)

Take Back the Night Debrief/Structured Reflection (25)

Group Letter to next year’s WS 450 class (25)

Take Back the Night Paper (200)

**Grading Scale**

970-1000 = A + (you will be assigned an A+ if you earned the grade without extra credit)

940-969 = A

900-939 = A-

870-899 = B+

840-869 = B

800-839 = B-

770-799 = C+

740-769 = C

700-739 = C-

670-699 = D+

640-669 = D

600-639 = D-

599 and below = F

**Course Outline**

Week #1: Women’s Equality Day

August 26 Introduction

“Declaration of Sentiments”

Week #2: Philosophical Underpinnings of Activism

August 31 Discuss, “Letter from Birmingham Jail,”

September 2 Discuss “Civil Disobedience” from Meyer’s, The Politics of Protest: Social Movements in America

Week #3 Philosophical Underpinnings of Activism

September 7 Discuss the Introduction and Chapter 1 from Loeb’s, Soul of a Citizen

September 9 Discuss the Introduction and Chapter 1 from Boyte’s, Citizen Solution

Week #4: Celebrating the U.S. Constitution

September 14: Teach-In, Events Area, Cunningham Memorial Library

Read Chapter 2 from Loeb’s, Soul of a Citizen

September 16: Library Extravaganza, First Floor, Cunningham Memorial Library

Read Chapter 3, from Loeb’s, Soul of a Citizen

Week #5: Student Activism a Historical Perspective

September 21 Discuss Chapter 1, Freedom’s Web

September 23 Discuss Chapters 2-3, Freedom’s Web

Week # 6: Student Activism a Historical Perspective

September 28 Discuss excerpts from Davidson’s, The New Radicals in the Multiversity and other SDS Writings on Student Syndicalism

September 30 Read a Banned Book Out Loud, *To Kill a Mockingbird*, Events Area Cunningham Memorial Library

Week #7: Leadership

October 5: Discuss excerpts from Keith’s, The Case for Servant Leadership

October 7 Discuss Chapters 1-2 from Kouze and Posner’s, The Student Leadership Challenge: Five Practices for Exemplary Leaders

Week #8: Leadership

October 12 Prepare for Student Leadership Conference

October 14 Student Leadership Conference

Due SRA Paper #1

Week #9: Women, Sexual Violence, War, and Social Justice

October 19 Discuss Chapter 11 from Henderson and Jeydel’s, Participation and Protest: Women and Politics in a Global World

Movie: *The Burning Bed*

October 21 Organizing Take Back the Night

Movie: *The Burning Bed*

Due Problem-Based Inquiry #1: Defining Gendered Violence

Week #10 Sex and Social Justice

October 26 Discuss Chapter 4 and 8 from Nussbaum’s, Sex and Social Justice

Work on Take Back the Night

October 28 Organizing Take Back the Night

Due Problem-Based Inquiry #2: The Extent of the Problem--Gendered Violence Globally, Nationally, and Locally

Week #11: Take Back the Night: Fundraiser for Council on Domestic Abuse

November 2 Panel on Gendered Violence

November 4 Organizing Take Back the Night

Due Problem-Based Inquiry #3: Explanations of Gendered Violence and Efforts to Eradicate Gendered Violence

Week #12: Take Back the Night

November 9 Organizing Take Back the Night

November 11 Organizing Take Back the Night

Due Problem-Based Inquiry #4: Take Back the Night

Week #13 Take Back the Night

November 16 Organizing Take Back the Night

November 18 Organizing Take Back the Night

Week #14: Thanksgiving Break

November 23 Organizing Take Back the Night

Due SRA Paper #2

November 25 No Class

Week #15: Take Back the Night

November 30 Take Back the Night March and Rally

December 2 N o Class

Week # 16: Study Week

December 7 Debrief/Structured Reflection on Take Back the Night

December 9 Draft and submit letter to the Fall 2011 WS 450 class

Week # 17: Finals Week

December 14 Submit Final Paper by 11:55 pm via the Blackboard site

Guidelines

Summary, Reaction, Analysis Paper #1

*Iron-Jawed Angels* (100 points)

Due: Thursday, October 14 by 11:55 pm. Submit via the assignment folder on the Blackboard site (<http://blackboard.indstate.edu>). Upload the paper. Please do not copy and paste into the narrative box.

Pre-paper writing:

* Please read Chapters 1-3 of Doing Honest Work in College (located in the “Paper Resources” folder on the Blackboard site).
* Please determine whether you will be following the APA or the MLA citation style.
* Please go to OWL—the link is in the “Paper Resources” folder on the Blackboard website—and familiarize or re-familiarize yourself with the citation style you have chosen to follow.

Paper Length: 6 pages (no more, no less)

Pages 1-2: Summarize *Iron-Jawed Angels*

* Use your own words to summarize the movie
* Do not borrow language from movie trailers or movie critics
* Do not waste space identifying the actors and the role they played
* Do identify the major characters
* Focus on those parts of the movie that connect to the major themes of this class—leadership, ethics, activism, diversity, social responsibility, and democracy.

Page 3: React to *Iron-Jawed Angels*

* Do not express whether you thought the movie was boring, exciting, well acted (etc.)
* Use “I,” but do not use an informal or unprofessional tone
* Make sure that this section is coherent and well organized (do not fall into the ramblings associated with a “free-flow of consciousness”)
* Do express your reaction to critical events in the movie
* Do express how critical events in the movie might connect to your life
* Do express how you may have acted/reacted under similar circumstances

Pages 4-5: Analysis—connecting the movie to the major themes of this class

* What did this movie teach you about
  + Leadership
  + Ethics
  + Activism
  + Diversity
  + Democracy
  + Social Responsibility

Page 6: Work Cited

* Use either the MLA or APA citation style
* Cite only the movie
* Do not use any other sources
* Make sure that if your entry is two lines in length that you indent the correct line

Additional requirements:

* Do not include a cover page (it is not necessary since you will be submitting your paper via the Blackboard site)
* Name in right hand corner of page #1
* Title: Summary, Reaction, and Analysis Paper #1: *Iron-Jawed Angels*—centered directly below name (one-double space between your name and the title of the paper and one double space between the title of the paper and the first paragraph of the paper).
* Double-spaced
* 10-12 point font
* Standard (that is, not funky) font (Times New Roman, Arial, Calibri)
* Standard margins
* Standard indent at the beginning of each paragraph
* Succinct introduction that introduces *Iron-Jawed Angels*
* Succinct conclusion that ties everything together

Warning: You will earn a deficient grade (D+ or below) for committing anyone of the following critical errors:

* Not introducing *Iron-Jawed Angels* in the first paragraph
* Not following the paper structure (to a tee)
* Incorrectly formatting your work-cited page
* Using other sources
* Plagiarizing (representing someone else’s work as your own)

Guidelines

Summary, Reaction, Analysis Paper #1: Selected Novel (100 points)

Due: Thursday, October 14 by 11:55 pm. Submit via the assignment folder on the Blackboard site (<http://blackboard.indstate.edu>). Upload the paper. Please do not copy and paste into the narrative box.

**Pre-paper writing:**

* Please read Chapters 1-3 of Doing Honest Work in College (located in the “Paper Resources” folder on the Blackboard site).
* Please determine whether you will be following the APA or the MLA citation style.
* Please go to OWL—the link is in the “Paper Resources” folder on the Blackboard website—and familiarize or re-familiarize yourself with the citation style you have chosen to follow.

**Paper Length: 6 pages (no more, no less)**

**Pages 1-2: Summary**

* Use your own words to summarize the novel
* Do not borrow language from book trailers or book critics
* Do identify the major characters
* Focus on those parts of the novel that connect to the major themes of this class—leadership, ethics, activism, diversity, social responsibility, and democracy--As well as gendered violence.

**Page 3: Reaction**

* Do not express whether you thought the book was boring, exciting, well written (etc.)
* Use “I,” but do not use an informal or unprofessional tone
* Make sure that this section is coherent and well organized (do not fall into the ramblings associated with a “free-flow of consciousness”)
* Do express your reaction to critical events in the novel
* Do express how critical events in the novel might connect to your life
* Do express how you may have acted/reacted under similar circumstances

**Pages 4-5: Analysis—connecting the novel to the major themes of this class**

What did this novel teach you about GENDERED VIOLENCE as well as:

* Leadership
* Ethics
* Activism
* Diversity
* Democracy
* Social Responsibility

**Page 6: Work Cited**

* Use either the MLA or APA citation style
* Make sure that if your entry is two lines in length that you indent the correct line

**Additional requirements:**

* Do not include a cover page (it is not necessary since you will be submitting your paper via the Blackboard site)
* Name in right hand corner of page #1
* Title: Summary, Reaction, and Analysis Paper #1:  name of the novel—centered directly below name (one-double space between your name and the title of the paper and one double space between the title of the paper and the first paragraph of the paper).
* Double-spaced
* 10-12 point font
* Standard (that is, not funky) font (Times New Roman, Arial, Calibri)
* Standard margins
* Standard indent at the beginning of each paragraph
* Succinct introduction
* Succinct conclusion that ties everything together

 Warning: You will earn a deficient grade (D+ or below) for committing any one of the following critical errors:

* Not introducing novel in the first paragraph
* Not following the paper structure (to a tee)
* Incorrectly formatting your work-cited page
* Using other sources
* Plagiarizing (representing someone else’s work as your own)

Final Project: Take Back the Night (200 points)

Due: Thursday, December 14 by 11:55 pm. Submit via the assignment folder on the Blackboard site (<http://blackboard.indstate.edu>). Upload the paper. Please do not copy and paste it into the narrative box.

Paper Length: ***At least*** 11 pages, including the work cited page and ***no more than*** 22 pages. Each section must be—***at the minimum***-- 1 complete/full page in length and ***no longer than*** 2 complete/full pages in length.

Please note that this assignment requires you to integrate the following “ways of knowing”

* Social or Behavioral
* Historical
* Literary
* Artistic (Fine and Performing Arts)
* Global Perspectives and Cultural Diversity
* Ethics and Social Responsibility

Please also note that this assignment will assist you in developing the following skills

* Integrating knowledge across disciplines (economics, history, legal studies, philosophy, political science, psychology, sociology, women’s studies, etc.)
* Quantitative literacy (use and analysis of quantitative data)
* Critical thinking (critical reading and analysis)
* Advanced writing
* Advanced information literacy (problem-based inquiries 1-4)

Lastly this assignment will assist you in meeting the following Foundational Studies program learning outcomes

* Locate, critically read, and evaluate information to solve problems;
* Critically evaluate the ideas of others;
* Apply knowledge and skills within and across the fundamental ways of knowing;
* Demonstrate the skills for effective citizenship and stewardship;
* Demonstrate an understanding of diverse cultures within and across societies;
* Demonstrate an understanding of the ethical implications of decisions and actions;
* Express yourself effectively, professionally, and persuasively…in writing.

**Standard paper requirements**

* Do not include a cover page (it is not necessary since you will be submitting your paper via the Blackboard site)
* Name in right hand corner of page #1
* Title: Final Project: *Take Back the Night*—centered directly below name (one-double space between your name and the title of the paper and one double space between the title of the paper and the first paragraph of the paper).
* Double-spaced
* 10-12 point font
* Standard (that is, not funky) font (Times New Roman, Arial, Calibri)
* Standard margins
* Standard indent at the beginning of each paragraph
* Succinct introductory paragraph that introduces the components of the paper.
* Succinct conclusion that ties everything together
* Must use at least 10 sources

**Take Back the Night paper requirements**

Section I. Introduction--Defining the term gendered violence and what it encompasses—PBI #1

Section II. Gendered violence globally—PBI #2

Section III. Gendered violence nationally—PBI #2

Section IV. Gendered violence locally (Indiana, the Wabash Valley, Terre Haute and at Indiana State University)—PBI #2

Section V. Explanations of Gendered Violence (economic, feminist, psychological, sociological, etc.)—PBI #3

Section VI. The Eradication of Gendered Violence (economic, ethical, feminist, legal, political, social, leadership, engagement, activism, democracy, social responsibility, etc.)--PBI #3

Section VII. Take Back the Night (History, Description of Take Back the Night rallies and marches in the 1970s/1980s, Critiques of Take Back the Night, Take Back the Night on other campuses, Take Back the Night at Indiana State University)—PBI #4

Section VIII. Putting on Take Back the Night--Description of what needs to be done to put on a Take Back the Night rally and march (theme, logo, publicity, media relations, room reservations, parade permits, selection of music, creation of accompanying video, selection of literature or poetry to be read, selection of an inspirational speaker, donation drives etc.)—PBI #4.

Section IX. Take Back the Night 2010—Description of rally and march, as well as an analysis of what worked and what should be improved on. Please included an evaluation of your contributions to organizing the event—Debrief/Structured Reflection/Letter to the WS 450 class of 2010

Section X. Analysis and Application--Explain how the skills you developed/honed and the knowledge you gained from organizing Take Back the Night will assist you in the future both professionally and as a citizen.

**Take Back the Night: Four Problem-Based Inquiries (200 points)**

Due Dates: Submit via the assignment folder on the Blackboard site (<http://blackboard.indstate.edu>). Upload the paper. Please do not copy and paste into the narrative box.

Problem-Based Inquiry #1: Thursday, October 21, by 11: 55 pm (50 points)

Problem-Based Inquiry #2: Thursday, October 28, by 11: 55 pm (50 points)

Problem-Based Inquiry #3: Thursday, November 4, by 11:55 pm (50 points)

Problem-Based Inquiry #4: Thursday, November 11, by 11: 55pm (50 points)

**General Requirements for Problem-Based Inquiries**

5 pages in length (no more, no less)

* Pages 1-4: Response to the problem-based inquiry
* Page 5: Work Cited page

Do not include a cover page (it is not necessary since you will be submitting your paper via the Blackboard site)

Name in right hand corner of page #1

Title: Problem Based Inquiry #\_\_:—centered directly below name (one-double space between your name and the title of the paper and one double space between the title of the paper and the first paragraph of the paper).

Double-spaced

10-12 point font

Standard (that is, not funky) font (Times New Roman, Arial, Calibri)

Standard margins

Standard indent at the beginning of each paragraph

**Problem-Based Inquiry #1: What is Gendered Violence?**

* Define “gender violence” / “gendered violence”
* Identify and define acts of violence that fall under the umbrella gendered violence
* Other terms used synonymously with gendered violence
* Why do some advocate the use of this term
* Why are some opposed to the use of this term

**Problem-Based Inquiry #2: The Extent of Gendered Violence**

* Provide statistics/quantitative data that demonstrate the magnitude of gendered violence:
  + Globally
  + Nationally
  + Indiana
  + Wabash Valley
  + Terre Haute
  + Indiana State University
* Explain why your sources for the above information are to be trusted
* Explain why even trusted sources may have statistics or data that is not entirely accurate when it comes to reporting the magnitude of gendered violence

**Problem-Based Inquiry #3 Explanations and Eradication**

* Identify and describe multiple explanations for the existence/occurrence of gendered violence
  + Economic
  + Feminist
  + Psychological
  + Sociological
* Identify and describe arguments for the eradication of gendered violence
  + Ethical
  + Economic
  + Feminist
  + Political
  + Sociological
* Identify and describe efforts to eradicate gendered violence
  + Leadership (key voices in the fight)
  + Engagement and Activism (local, state, national, international grassroots efforts, as well as not-for-profits)
  + Democracy (legal-laws- and court decisions, political--policy)

**Problem-Based Inquiry # 4: Take Back the Night**

* What is Take Back the Night?
* When did the first Take Back the Night Take place (if there are competing narratives which one do you think is most reliable)?
* Describe early Take Back the Night events (1970’s/1980’s)
* Identify critiques of Take Back the Night
* Identify and describe Take Back the Night rallies and marches on other campuses (2009)
* Describe Take Back the Night at Indiana State University (2000-2010)
* Identify and describe what needs to be done to organize a Take Back the Night rally and march—including, but not limited to:
  + Theme
  + Logo
  + Publicity
  + Media relation,
  + Room reservations
  + Parade permits
  + Selection of music
  + Creation of accompanying video
  + Selection of literature or poetry to be read
  + Selection of an inspirational speaker
  + Donation drives