

## **Introduction to College**

Instructors: Wende Ballew  
Reforming Arts, Inc.  
Winter Quarter 2016

Fridays 1st Track  
Class: V 204

### **COURSE DISCRIPTION:**

This course is designed to develop college-level skills for academic success by focusing on life skills, strategies for academic success, building critical thinking skills, introducing students to theory, and foundations for learning. This Introduction to College course guides students through the transition to higher education.

### **READINGS:**

- Course Packet
- Sandel, J. (2009). *Justice: What's the Right Thing to Do?* Farrar, Strouse, and Giroux: New York.
- More, T. () *Utopia*
- Althusser, L. (1971). Ideology and ideological state apparatuses (Notes towards and investigation). In *Lenin and philosophy and other essays* (pp. 127–186). New York: Monthly Review Press.
- Bordo, S. (1986). The Cartesian masculinization of thought. *Journal of Women in Culture and Society*, 11(3), 439–460.
- Bove, P. A. (1990). Discourse. In *Critical terms for literary study* (pp. 50–65).
- Braidotti, R. (2013). *The posthuman*. Malden, MA: Polity Press. (pp. 1-54)
- Butler, J. (1992). Contingent foundations: Feminism and the question of “postmodernism.” In J. W. Butler, Judith; Scott (Ed.), *Feminist theorize the political* (pp. 3–21). N: Routledge.
- Collins, P. H. (2000). Black Feminist Epistemology. In *Black feminist thought: Knowledge, consciousness, and the politics of empowerment* (2nd ed., pp. 251–297). New York: Routledge.
- DeBeauvoir, S. (1952). *The second sex*. In *The second sex* (pp. xv–xxxiv). New York: Vintage Books.
- Foucault, M. (1978). *The History of Sexuality Volume I: The Will to Knowledge (Vol. I)*. <http://doi.org/10.2307/1904618> (pp. 92-102).
- Freire, P. (1993). *Pedagogy of the Oppressed* (New Revise). New York: Continuum.
- Haraway, D. J. (1988). Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective. *Feminist Studies*, 14(3), 575–599. <http://doi.org/10.2307/3178066>

- Held, A. (1980). Introduction to critical theory: Horkheimer to Habermas. In Introduction to critical theory: Horkheimer to Habermas (pp. 13–39). Berkeley, CA: University of California Press.
- Kant, I. (1995). What is enlightenment? In I. Kramnick (Ed.), The portable enlightenment reader (pp. 1–7). New York: Penguin Books.
- Lather, P. (2006). Paradigm proliferation as a good thing to think with: teaching research in education as a wild profusion. *International Journal of Qualitative Studies in Education*, 19(1), 35–57. <http://doi.org/10.1080/09518390500450144>
- Marcuse, H. (1964). One-dimensional man: Studies in the ideology of advanced industrial society. In One-dimensional man: Studies in the ideology of advanced industrial society1 (2nd ed., pp. xi–18). Boston: Beacon Press.
- McLellon. (1977). Karl Marx: Selected writings (pp. 221–247). Oxford: Oxford University Press.
- Plato. (380AD). Book VII. In The republic (pp. 167–171). Indianapolis: Hackett Pub. Co.
- Porter, R. (2001). The enlightenment. The enlightenment.
- Rajchman-Pomo in a Nominalist Frame.pdf. (n.d.).
- St.Pierre, E. (2001). Coming to theory: Finding Foucault and Deleuze. In Feminist engagements: Reading, resisting, and revisioning male theorists in education and cultural studies (pp. 141–163).

**COURSE GOALS AND OBJECTIVES:** Upon completion of Introduction of College, students should be able to:

- Establish *personal goals*
- *Manage time* and set priorities
- Work well in *groups*
- Employ *critical thinking skills* including the ability to see multiple sides of issues, identify solutions to complex problems, and evaluate the quality of opinions and facts
- *Study affectively*
- Have an understanding of your academic strengths and *learning*
- *Research* and *write* a college level paper

## **REFORMING ARTS POLICIES AND PROCEDURES**

**Philosophy on Education and Learning:** Each Facilitator and participant is respected as both teacher and a learner. The women participating in this class are seen as experts of their own lives

who will develop their own solutions to problems as they define them, not as passive participants needing to be “saved” by the facilitator.

**Anti-Racism/Sexism/Classism/Ageism/Heteronormism/Ableism:** Reforming Arts does not support oppression. Therefore, this curriculum is infused with ideology that recognizes the inherent dignity and equality of every person. No one is considered superior or inferior to others because of race, sex, economic class, age, religious beliefs, sexuality, physical or mental characteristics, education level, or criminal justice classification. Therefore, participants are encouraged to enter into discussions with an open mind and to listen to each other. An important part of maintaining such an environment is the commitment to protect the health and safety of every member of the class. Belligerent, abusive, profane, threatening and/or inappropriate behavior on the part of students is a violation of this compact. Students who are found guilty of such misconduct may be subject to immediate dismissal from the class.

### **Lock Down**

If a student misses a class because she was in lockdown, she will be required to provide a two page explanation of how her actions contributed to being locked up before returning to class. A student who receives a DR because of violence will be removed from the roster and required to reapply to the program.

### **CLASS POLICIES AND PROCEDURES**

Class sessions will consist of lectures, class discussions, numerous in-class assignments, and written assignments to be completed outside of class.

### **Attendance**

- You are expected to come to every class. More than two unexcused or three excused absences will result in a participation rather than completion certificate for the class.
- If you miss class, it is **YOUR** responsibility to find out what you missed. I suggest you trade name and contact information with a class member to provide you with information on what you missed, but it is not their responsibility to get the information to you.
- **Please let me know—as soon as possible—if you will miss class.**

### **Missed Assignments**

- Missed in-class quizzes, insights, in-class assignments and activities **may not** be made up.
- Missed homework\written assignments due to an absence will not be made up without prior arrangements with the instructor or an excused absence (medical condition or court appearance, for example). Homework is due on the assigned date whether or not you are in class.
- Assignments are due at the beginning of class unless stated otherwise.
- The instructor may choose to create new assignments and tests for students eligible for makeup work.
- All assignments must be completed and submitted in order to receive a completion certificate.

## **Disability issues**

If you have any form of disability or impairment and need any special assistance, please let me know at the beginning of the semester. I cannot help you if you do not talk to me. I assure you that anything you tell me in confidence will remain in confidence.

- Arrive **on time** and stay until dismissal.
- Bring your **textbook** and notebook to every class.
- Come to class **prepared** to take notes, participate in the discussion, and complete activities/assignments.
- No **sleeping** or heads on the desk.
- **Engage!** Be an active learner.
- **Be respectful of your instructor and classmates and remain open to diverse perspectives. We are all different and we are all learning!**
- Be a courteous listener and present your ideas in a way that shows respect for your colleagues.
- Read the assigned material and be prepared to participate.
- **Keep copies of all your written work.**

## **COURSE COMPONENTS**

### **Journal**

All students must keep a “free writing” journal and are required to write at least 3 pages EVERY WEEK.

### **Homework and In-class assignments**

Throughout the quarter, you will be asked to participate in individual and group class activities to enhance and demonstrate your understanding of the many topics covered in this course.

Assignments may include textbook activities, pop responses, role play, debates, and prompted reflections.

### **Final Presentations and Papers**

Each student will submit a final paper at the end of the quarter. These papers will analyze a subject presented in the readings and will be 8-10 double spaced pages in length. A rubric will be developed and distributed for this assignment.

#### **A Note About Writing Assignments:**

Writing skills are essential and will be practiced in many of your classes. Writing is a developed skill and each student will be expected to improve their skills in each class.

### **Evaluation**

Students will be evaluated based on the quality and effort demonstrated in the journal writings, homework, oral presentations, in-class assignments, and class discussions. Each student is encouraged to put serious and consistent effort into the class by reading slowly and often. A certificate of completion will be given to each student at the end of the quarter that has

demonstrated an understanding of the materials, has turned in all assignments, and meets the attendance requirement. Certificates of completion count for 2 hours of credit within Reforming Arts' internal tally. A certificate of participation will be given to students who do not meet all requirements but shows effort. Certificates of participation do not carry any credit hours and students will be expected to repeat the course.

### Course Calendar

This calendar is tentative and may be amended. You will be notified of any changes.

<b>Date</b>	<b>Main Topic</b>	<b>Readings* Due</b>	<b>Assignments Due</b>
<b>01/08</b>	Introductions, Paradigm Chart, Why Higher Education in Prison		
<b>01/15</b>	The Greeks and Enlightenment Learning to be a Student	Syllabus, More – <i>Utopia</i>	Journal
<b>01/22</b>	Snow day	Sandel Chapter 1-4 and	Journal
<b>01/29</b>	Scholarly Arguments Justice	Sandel – Chs. 5, 6, 7, 9, & 10	Journal
<b>02/05</b>	Undergraduate Research Enlightenment	Plato – <i>The Republic</i> , Porter – <i>The Enlightenment</i> , Bordo & Kant, CP – Ch. 2 & 3	Journal
<b>02/12</b>	AutoEthnography Modernism - Emancipation	McLellan, Althusser, additional readings from guest, CP – Ch. 4	Journal
<b>02/19</b>	Modernism – Critical Theory	Held, Horkheimer, Marcuse	Journal
<b>02/26</b>	Poststructuralism	Foucault, Rajchman, Bove, St. Pierre, CP – Ch. 5	Journal
<b>03/04</b>	Feminist Theory Ethics	Lourde, deBeauvoir, Haraway, Collins	Journal
<b>03/11</b>	No Class	Friere	Journal
<b>03/18</b>	Post Humanism	Braidotti	Final Papers

\*All assigned readings are expected to be completed before class on the day we will be discussing them. Pop quizzes may be given on due dates of assigned readings before the material is covered in class. Be prepared to discuss the readings when you come to class. This schedule is tentative and subject to change.