



The Reflective Woman (TRW)

CORE 1000W, Section D11

Fall 2024

Course Information

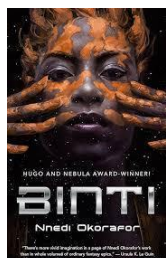
Credits Hours:	4
Course Meeting Days & Times:	T/Th 9:50-11:30 am
Course Meeting Location:	FON 232 ***Room change!
Course Delivery Format:	Face-to-Face
Catalog Description:	The Reflective Woman is a discussion-based course intended to develop knowledge, values and skills in critical and creative inquiry, effective communication and an understanding of diversity. As the title implies, The Reflective Woman uses a variety of approaches uniquely responsive to learning styles of women. In its three units, the course explores identity development within social contexts, different approaches to truth and evidence, and ways to work toward community and justice.

Faculty Information

Instructor:	Libby Kula
Email:	erkula@stkate.edu
Office Location:	CdC 492
Availability/Office Hours:	Office hours: MW 10-11:30am in CdC 492 or on Google Meet
	Available by email to answer questions or set up a Zoom call if you need; will rarely respond on weekends.
Faculty Response Time:	48 hours or less during the school week.

Textbook(s) and Other Required Materials

There is no textbook for this class! All of the readings (and a few videos) will be available on the class Canvas site. There is only one book you are required to purchase:



Okorafor, Nnedi. *Binti* (New York: Tom Doherty Associates, 2015)

I am so excited for us to read this book together! It's a science fiction story that introduces us to Binti, the first in her family to head to university (but it's science fiction, so an inter-galactic university). She thinks about who she is and what it will mean to be the only person of her kind at the university. Along the way, she experiences something horrific and has to decide what it would mean to extend justice and grace.

Technology Requirements and Tools

St. Kate's [minimum computer requirements for students](#).

- Learning management system: Canvas
- Social reading tool: [Perusall](#) (we will go over this in class before you are expected to use it)

Technology help is available through the Help Desk (located in the Tech Hub in the Library) at 651-690-6402 or by submitting a [help ticket](#).

Course Goals

The Reflective Woman is the first course in the LIFE--Lead and Influence Foundational Education--core curriculum, the required program of courses for all undergraduate students at St. Catherine University. Consistent with our mission, vision, and principles, the LIFE core curriculum supports students' development toward these four objectives:

- **JUSTICE:** Dismantling systemic racism and intersecting oppressions to build a more just world
- **KNOWLEDGE:** Learning about self and a complex world
- **SKILLS:** Developing the skills to confront the issues of our time
- **LEADERSHIP:** Preparing to lead in a diverse complex world.

A liberal education at St. Kate's enables students to hone transferable skills, develop and refine competencies in analysis and communication, and empowers graduates to lead and influence. An education at St. Kate's emphasizes three institutional learning goals:

(1) Intellectual Inquiry, (2) Creative & Critical Thinking, and (3) Social Responsibility. The work in this course will further your learning in goals 1, 2, and 3.

Student Learning Outcomes

At the end of this course, you will have grown in the areas of:

1. **Effective Leadership:** Explain how personal mission, social justice, ethical responsibility, and cultural fluency inform effective leadership
 - o *What does this mean?* All of us belong to different communities and can claim a host of different and intersecting identities. Part of being a good leader is understanding how your identities and communities help you to understand the world and how the identities and communities of others might help them to see the world differently. The world is also a messy place that needs lots of different kinds of leaders to face and address its problems. You can be one of those leaders—this class will help you to think about who you are as a leader.
 - o *How will we demonstrate this?* Through your engagement work, the Joining the Community assignment, and the Memo to Mayor Carter
2. **Problem Solving:** Name, explain, and consider solutions to a real-world problem using at least two different disciplinary methods or set of concepts (e.g., creative arts, historical archives, social science surveys, scientific observation, data)
 - o *What does this mean?* There are many problems facing our world today and we hope that you will help to solve those problems! Part of the strength of a liberal arts education is being able to bring lots of ways of understanding to bear when solving problems. We will talk about the different kinds of evidence and methods that different disciplines use and you will put these to work in examining a “wicked problem” of your own choosing.
 - o *How will we demonstrate this?* Through your engagement work, Summary assignment, the Adding a Voice assignment, and your Project Pitch at the end of the semester
3. **Information Literacy:** Utilize sources that are credible, authoritative and appropriate to the real world question(s) and/or topic(s) under consideration
 - o *What does this mean?* We are all overwhelmed with information on a daily basis. Sometimes it’s hard to know which information is good information. We will spend time learning how to evaluate information and practice by finding quality information to help you better understand your “wicked problem.”
 - o *How will we demonstrate this?* Through your engagement work, Adding a Voice assignment, and Project Pitch assignment
4. **Writing and Communication:** Write purposefully for a specific intended audience.
 - o *What does this mean?* This is one of your four writing intensive classes at St. Kate’s. We believe learning to communicate through writing is important. In this class, we will particularly focus on thinking about who

you are writing for and what choices that means you might make to more effectively communicate to the audience.

- o *How will we you demonstrate this?* Through your Community Engaged Learning Reflection, the Memo to Mayor Carter, and Project Pitch assignment

How are we going to work together to accomplish these goals?

Each class day there is something to read or watch that will help guide our conversation. Be sure to do the reading for each class session before you come to class. In class we will write, talk, and work together to learn more about the ideas we meet in each reading and the skills to put those ideas to work for us. Bring your ideas and good thinking—this is a discussion-based class—I can't wait to hear and read what you are thinking!

Grading

Attendance/Participation:	5%
Engagement activities:	25%
Community-engaged learning:	5%
Writing/reading center tutoring session:	5%
Assignments: (60% total)	
• Unit 1:	
o Summary of a single text:	5%
o Who are You?:	10%
• Unit 2:	
o Summary, Take 2:	5%
o Analyzing a Conversation:	10%
o Memo assignment:	10%
• Unit 3:	
o Research Journal assignments:	10%
o What's Your Wicked Problem? Website:	10%

Grading Policies

Revising & Resubmitting Assignments

If you are unhappy with your first grade on one of the writing assignments, you will be able to revise it, following my feedback, for one additional grade which can gain you at most half of the points lost on the first round. For example, if you get 60% on an assignment and revise & resubmit, you could get up to an 80%. You must revise & resubmit within two weeks of the date I have returned it to you. Everything must be turned in by 5pm on Sunday December 15th to earn any credit.

Late Assignments

If you are having challenges that may prevent you from doing work you are proud of on time, please reach out as soon as you can. I am willing to grant extensions if life events arise. Please communicate in advance as much as possible, or as soon as you can. I understand that may not be right away if a crisis arises.

Late work without communication or a crisis will be accepted for partial credit. I will take off 10% of your assignment score each day it's late, up to 5 days out. Then, 50% off your final score whenever it's handed in. Everything must be turned in by 5pm on Sunday December 15th to earn any credit.

Attendance

Attendance is required with the exception of one “freebie” class period you may miss without penalty (which does not need to be excused/communicated with me).

If you need to miss additional days, you may email me a 500-word summary of what you have learned from the missed class's materials (email me if the materials are not posted to the Canvas site) within 1 week to receive full credit for attendance. Please contact me as soon as possible if there is a serious issue.

AI Policy

This course will allow Selective Use of generative artificial intelligence (AI). On each assignment, I will instruct you as to if and how you are allowed to use AI tools. I believe AI can be a useful tool; however, you should never use it as a substitute for your own

learning or creating. I want to know your understanding of the material to help you grow as a student!

I encourage you to read through the [Library's guide on responsible use of AI for students](#). It outlines important considerations, including the following:

- How AI output should never be taken at face value given AI's tendency to "hallucinate" You must always verify the information for yourself.
- How AI reflects and can perpetuate biases and inequities
- How much energy and water resources AI requires, which can negatively impact the environment

I highly recommend following the guide's advice for navigating these challenges.

Learning Resources

Writing and Reading Center

TUTORIALS AT THE [WRITING AND READING CENTER](#) (WRC). No matter how great a writer you are now, in college the stakes get higher and the writing assignments get harder. As such, you'll need to expand your current network of support out to our writing tutors at the Writing and Reading Center on campus. This is why, as part of TRW requirements, you must participate in at least one tutorial through the WRC. These free tutorials can last up to an hour, and can be online or in person. During the course unit that your instructor designates, you will work on the TRW reading or writing assignment(s) in that course unit with a WRC tutor who has succeeded in TRW, and has been trained to tutor you in any writing assignment for any St. Kate's course. Just bring the TRW assignment sheet and any related materials, and a tutor will give you compassionate, skilled, and insightful feedback on how to start, continue, or complete that paper you're working on. Please do not bring in an assignment that you've already completed; come in with something you are authentically working on at the moment—you'll get more out of the tutorial this way. Tutorials are one-on-one, and can be online or in-person.

Do you focus on your writing more when you're in the presence of other students who are also writing? If you like getting your writing done in a supportive, laid back, study-hall like group setting, consider joining a Coffee and Donuts Write-In session—see “Events” on the [TLC website](#). for the dates and times of our Write-Ins this semester.

HOURS AND LOCATIONS

Mondays-Thursdays 9am-9pm online or in person

(9am-5pm in CDC 21 or online; 5pm-9pm online or in the LIBRARY--look for the red table next to the printers)

Fridays 9am-3pm in CDC 21 or online

Saturdays noon-2pm online or in the LIBRARY

Sundays noon-7pm online or in the LIBRARY

Learning Management System (LMS)

The course site in Canvas houses course announcements and resources such as course documents, websites, and course content.

Student Success Support Resources

Student Success is a web-based software platform that offers students access to various support services that help them engage, connect, and succeed at St. Kate's. Visit the [Student Success platform](#) to view and schedule an appointment for support services such as Academic Advising, Accessibility and Accommodations, Tutoring, and more.

Maintaining an Inclusive and Accessible Class

Your success in this class is important to me. I am committed to inclusive, universal learning that values the differences that students bring to the class. This means that our classroom, virtual spaces, practices, and interactions must be as civil and inclusive as possible. Mutual respect, civility, and the ability to listen and observe others thoughtfully are crucial to learning together.

This course is intended for all students, including those with mental or physical disabilities, illness, injuries, impairments, or any other condition that tends to negatively affect one's equal access to education. If, at any point in the term, you find yourself not able to fully access the space, content, and experience of this course, you are welcome (but not required) to contact me. It is never too late to request accommodations -- our bodies and circumstances are continuously changing. I also encourage you to contact [Accessibility Resources](#). By making a plan through this office, you can ensure accommodation without disclosing your condition to course instructors.

I also want you to know that I respect your observance of religious holidays and will work with you on a plan to make up any missed course work, according to the [Religious Holiday Accommodation Policy](#).

If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we'll develop strategies to meet your needs and the course requirements, working in conjunction with other campus offices to create a more accessible and inclusive learning environment, as appropriate.

University Policies

Plagiarism

The [Student Code of Conduct and Community Expectations](#) states that:

“Plagiarism is the use, whether by paraphrase or direct quotation, of published or otherwise recorded materials or the unpublished work of another person without full and clear acknowledgment.

a. Because electronic information is volatile and easily reproduced, respect for the work and personal expression of others is especially critical in computer environments. Violations of authorial integrity, including plagiarism, invasion of privacy, unauthorized access and trade secret and copyright violations are grounds for sanctions against members of the academic community. This includes, but is not limited to, purchasing or acquisition of term papers, speeches, and printed materials from “term paper mills.”

b. It also includes appropriating portions of another’s work to use without attribution
...

Acts of academic dishonesty will be subject to one or more of the following sanctions:

1. reduced grade on the assignment, i.e. exam, paper, lab report, etc.
2. failure of the assignment, i.e. exam, paper, lab report, etc.
3. failure of the class
4. suspension or expulsion”

Inclusive Excellence

University policies are available through the Registrar’s [Academic Catalog and University Policies webpage](#). The University’s [Inclusive Excellence](#) and [Inclusive Excellence Resources for Students](#) provide full statements and resources.

St. Catherine University is committed to equal access for all and recognizes that disability is an aspect of diversity. The University’s goal is to create learning environments that are usable, equitable, inclusive and welcoming. If there are aspects of the instruction or design of this course that result in barriers to the learning environment and/or the accurate assessment of your achievement, please contact [Student Accessibility & Accommodations](#) as soon as possible.

If you are registered with Student Accessibility & Accommodations and have been granted an accommodation, please contact me at erkula@stkate.edu to review how the accommodation will be applied in this course.

Student Accessibility & Accommodations Main Office

(651) 690-6563 | Accessibility@skate.edu

Course Schedule

Unit 1 - Entering the St. Kate's Community: Who are you? Who are we? Where are we?

Week	Date	Topic	In-class activities	Due Before Class	HW
Week 1	Tues., Aug. 27	Welcome and Our Classroom Community	Read: Biography of St. Catherine for the Feast of St. Catherine, Jane Carroll & Sharon Doherty (https://stkate.app.box.com/s/goxnq1nhbzobt8z9bqzshk9aok9qbgz9) Watch: Mónica Guzmán, "How Curiosity Will Save Us"		
	Thurs., Aug. 29	The Sisters of St. Joseph and the Founding of St. Kate's	Read: Jane Lamm Carroll, "Mother Seraphine Ireland, the Sisters of St. Joseph of Carondelet and the College of St. Catherine" in <i>Non scholae sed vitae: The Founding and Educational Visions of the Colleges of the Sisters of Saint Joseph in North America</i> , Brian J. Matz, ed. (St. Louis, MO: Fontbonne University in collaboration with Book Baby, 2023), 1-30	Read: Jane Lamm Carroll, "Extravagantly Visionary Leadership: The Irelands and Sister Antonia McHugh" in <i>Liberating Sanctuary: 100 Years of Women's Education at the College of St. Catherine</i> , Jane Lamm Carroll, Joanne Cavallaro, & Sharon Doherty, eds. (Lanham, MD: Lexington Books, 2012), pgs. 17-38 Do: Social Reading in Perusall (Engagement Activity) Learning Outcome Reflection #1 (Engagement Activity)	
Week 2	Tues., Sept. 3	Single Stories: Yours, Mine, and Ours	Deciding as a group what the rubric for the "What single stories do you see? Reflection" should be.	Read: Binti, pgs. 9-24 Watch: Chimamanda Ngozi Adichie, "The Danger of a Single Story" Do: Reading/Watching Process Journal (Binti)	Do: What single stories do you see? Reflection (Engagement Activity) due at 10pm on Tues, 9/3
	Thurs., Sept. 5	Tragedy & Terror	Sign up for a shift of Get Out the Vote!	Read: Binti, pgs. 24-51 Watch: Priya Vulchi & Winona Guo, "What it takes to be racially literate" Do: Reading/Watching Process Journal (Binti)	
Week 3	Tues., Sept. 10	Finding a Path Forward	Community-Engaged Learning Introduction:	Read: Binti, pgs. 51-67 & Erin M. Brigham, "The See-Judge-Act Process," pgs.	

			Civic Engagement & Get Out the Vote!	23-25 & “Principles of Catholic Social Teaching,” pgs. 46-48 in See, Judge, Act: Catholic Social Teaching and Service Learning, revised edition (Winona, MN: Anselm Academic, 2019) Do: Social Reading in Perusall (Engagement Activity)	
	Thurs., Sept. 12	What does it mean to lead and influence?	Introduction to “Who are You?” Assignment Writing & Reading Center visit at 11:10 am	Read: Binti, pgs. 67-90 & Russ Connors, “CST and Justice,” pgs. 266-267 from “Catholic Social Teaching—Convictions and Connections” in The Catherine Core Reader, Cecilia Konchar Farr, Martha M. Phillips, Nancy A. Heitzeg, eds. (Acton, MA: XanEdu, 2014) Do: Reading Process Journal (Binti)	TPT Mixtape Event at 6pm. Please plan to attend this event. If you cannot attend because of a work conflict or school conflict, please complete the online make-up activity.
Week 4	Tues., Sept. 17	Civic leadership	Reflection on TPT Mixtape event Finish class at 10:30am to make up for CEL time outside of class.	Read: Martin Luther King Jr, "Letter from a Birmingham Jail" Do: Social Reading in Perusall (Engagement Activity)	Summary Assignment due @10pm
	Thurs., Sept. 19	Where are we?	Watch <i>Jim Crow of the North</i>	Read: Waziyatawin, "How the Minnesotans Wrested the Land from the Dakota People" Do: Reading Process Journal (Waziyatawin)	
Week 5	Tues., Sept. 24	Reflection on Civic Engagement Experience	Reflection led by CWL Do: Community Engaged Learning Project Reflection (engagement activity)	Read: Nancy A. Heitzeg, “There is No Justice without Action,” in The Catherine Core Reader, Cecilia Konchar Farr, Martha M. Phillips, Nancy A. Heitzeg, eds. (Acton, MA: XanEdu, 2014) Do: Reading Process Journal (Heitzeg)	
	Thurs., Sept. 26	From Oomza University to the British Library		Watch: Te Kuhane O Te Tupana: El Espíritu De Los Ancestros (The Spirit of the Ancestors) Do: Watching journal (engagement activity)	

Week 6	Tues., Oct. 1	What does justice mean to you?		Read: Amata Miller, “The Many Faces of Social Justice” in The Catherine Core Reader, Cecilia Konchar Farr, Martha M. Phillips, Nancy A. Heitzeg, eds. (Acton, MA: XanEdu, 2014) Do: Social Reading in Perusall (engagement activity)	
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Unit 2 - A Wicked Case Study: Environmental Injustice

Week	Date	Topic	In-class activities	Due Before Class	HW
Week 6	Thurs., Oct. 3	Intro to Environmental Justice	Watch: ‘Exploitation of the planet contributes to the exploitation of people’ with Leah Thomas	Read: “An Old House and an Infrared Light” by Isabel Wilkerson from <i>Caste: The Origins of our Discontent</i> & “Why Every Environmentalist Should Be Anti-Racist” by Leah Thomas for <i>Vogue</i> Do: Reading Process Journal (engagement activity)	Isabel Wilkerson, “Our Racial Moment of Truth” @6pm "Who are You?" Assignment due -- Updated due date: Sunday, Oct. 6
Week 7	Tues., Oct. 8	How did we get here?		Read: “What is climate change? A really simple guide” (BBC News) & “Accelerated modern human–induced species losses: Entering the sixth mass extinction” (Ceballos et al., 2015) Do: Social Reading in Perusall (engagement activity)	
	Thurs., Oct. 10	Health impacts of pollution	Practice reading an academic journal article: “Separate and Unequal: Residential Segregation and Estimated Cancer Risks Associated with Ambient Air Toxics in U.S. Metropolitan Areas” (Morello-Frosch & Jesdale, 2005)	Listen/read: “Environmental Justice and the Cumulative Impacts of Pollution, with Ana Baptista” on <i>Resources Radio</i> podcast Do: Reading/Listening Process Journal (engagement activity)	
Week 8	Tues., Oct. 15	(Un)natural disasters & who bears the brunt of them	Explore the FEMA National Risk Index map		Updated Due Date: Summary Assignment,

			Read: “Impacts of climate change on Black populations in the United States” McKinsey Institute for Black Economic Mobility Do: Reading Process Journal (engagement activity)		Take 2 @10pm
	Thurs., Oct. 17	Urban nature access & “Green Gentrification”		Read: “Urban green space, public health, and environmental justice: The challenge of making cities ‘just green enough’” (Wolch, Byrne, & Newell, 2014) Do: Social Reading in Perusall (engagement activity)	
Week 9	Tues., Oct. 22	Federal, state, and local policy		Read: “Environmental inequality: the other Minnesota paradox” (Callow, 2022) Do: Reading Process Journal (engagement activity)	
	Thurs., Oct. 24	Dear Mayor Carter....	Midterm grades are due today. Midterm grades are meant to give you a sense of where you are at the midpoint of the semester.		Due: Analyzing the Conversation Assignment due @10pm
Week 10	Tues., Oct. 29	Indigenous Science as a Potential Solution		Read: “Time to support Indigenous science” by Robin Wall Kimmerer & Kyle A. Artelle Do: Reading Process Journal (engagement activity)	
	Thurs., Oct. 31	Taking action	Go through Sections II and III together.	Read: “Sharing in the benefits of a greening city: A policy toolkit in pursuit of economic, environmental, and racial justice” (Mira et al., 2020) Section I: Concepts & Context Do: Social Reading in Perusall (engagement activity)	

Unit 3 - What’s Your Wicked Problem?

Week	Date	Topic	In-class activities	Due Before Class	HW
Week 11	Tues., Nov. 5	Brainstorming a Research Question	<p>**Bring a computer. We will have some time to work together in class.</p> <p>Do: Journal Entry #1</p>	Due: Memo to Mayor Carter Assignment due in class for peer review	
	Thurs., Nov. 7	Library Day & Types of Sources		<p>Do: Journal Entry #2 (Get started with this before class and we will continue to work on during the library session.)</p> <p>Start work on Journal Entry #3 (Finish before November 12)</p>	Final draft of Memo to Mayor Carter Assignment due at 10pm
Week 12	Tues., Nov. 12	Research Plan	<p>**Bring what you need to class to work on your projects.</p>	<p>Read: Self-Selected Sources (You will need to have completed some of the reading for your research before you come to class)</p> <p>Do: Journal Entry #4</p>	
	Thurs., Nov. 14	Critical Reading and Evaluating for Relevance		<p>Read: Self-Selected Sources (You will need to have been reading some of your sources before you come to class)</p> <p>Do: Journal Entry #5</p> <p>Start on Journal Entry #6 (We will work on this over 2 class days)</p>	
Week 13	Tues., Nov. 19	Critical Reading and Evaluation for Relevance	<p>**Bring what you need to class to work on your projects.</p>	<p>Read: Self-Selected Sources (You will need to have been reading some of your sources before you come to class)</p> <p>Do: Journal Entry #6</p>	
	Thurs., Nov. 21	Citing	<p>**Come with what you need to keep working on your project</p>	Do: Journal Entry #7	
Week 14	Tues., Nov. 26	Preparing your Google Site for the Project Pitch	<p>Be sure to sign up for a conference to discuss your project pitch assignment.</p> <p>**Bring a draft of your presentation. It's peer review day!</p>	Do: Journal Entries 1-7 need to be complete before you leave for the Thanksgiving holiday	

	Thurs., Nov. 28	No Class. Happy Thanksgiving!			
Week 15	Tues., Dec. 3	Preparing your Google Site for the Project Pitch			
	Thurs., Dec. 5	Project Pitch Discussion		Do: Journal Entry #8 Read through the Google Sites for the Project Pitch Assignment	Due: Complete your What's Your Wicked Problem? Google site for the Project Pitch
Finals Week	Thurs., Dec. 12	<p>****We will not be meeting during this time, but you will need to turn in your final learning outcome reflection by this time.****</p> <p>Do: Final Learning Outcome Reflection</p>			
Final Grades due	Tues., Dec. 17	Please check My St. Kate's for your final grade. I promise to post grades by the due date, but I can't promise I will post them early. If you have questions about your final grade, please wait until after December 17 to inquire.			