

SYLLABUS: TIDE-1225-01 Women in STEM: Breaking Down Barriers

Fall 2019 Semester, Tuesdays, 2 - 3:15 pm

Woldenberg Art Center 201

Instructor: Nicole Gasparini

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Office hours: Mondays 3 - 4 pm, Thursdays 3 - 4 pm, and by appointment

Peer Mentor: Claire Hudson

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Course Description

- This course covers the challenges facing women pursuing degrees and careers in STEM. Many of these challenges are institutionalized barriers that still exist, creating a system in which it is harder for women to thrive in comparison with their male peers. Other minority groups in STEM face many of the same challenges as women, and the additional and different barriers for other underrepresented groups will also be discussed. The course will cover strategies for success in STEM and becoming an ally and advocate for other traditionally marginalized groups in STEM.
- One credit hour.
- No prerequisites.

Learning Goals

- Students will have an improved awareness of the obstacles deterring women and minoritized people in STEM, including the historical context for these obstacles.
- Students will be in a better position to thrive in STEM careers and/or empower others to thrive.

Course Objectives

After completing this course, students will be able to:

- Identify on-campus health and wellness resources.
- Identify tools and strategies to overcome obstacles during their Tulane career.
- Explain practices that have kept women in STEM from thriving.
- Create a Wikipedia page.

Program Outcomes

This course fulfills the freshman TIDES requirement.

TIDES Course Anchors

Health and Wellness: Studies of undergraduate and graduate students and professors often show higher levels of anxiety and depression in comparison with the general population. We

will discuss symptoms of anxiety and depression, as well as various management strategies. Students will be introduced to on-campus resources for health and wellness.

Active Faculty Mentorship: Within the first three weeks of the course, each student will meet individually with the instructor to talk about their goals for the semester and for their undergraduate experience. Within the final three weeks of the course, each student will meet individually with the instructor to talk about how their goals may have changed and strategies and resources for dealing with change.

Assignments that Include Team Collaboration: Women in STEM are underrepresented in Wikipedia. Students will work in small groups to research female scientists, engineers, and technologists and women in the medical field and create new Wikipedia pages for these women.

Diversity and Inclusivity: How to make the STEM disciplines more inclusive is at the core of this course.

Writing and Oral Presentation Assignments: Creating a Wikipedia page requires writing and also web presentation skills. Support for creating the Wikipedia page will be provided. Students will also give an oral presentation on the woman they researched, including (if applicable) barriers she faced and how she moved past them.

Required Student Resources

- *Inferior: How Science Got Women Wrong- and the New Research That's Rewriting the Story*, by Angela Saini, Beacon Press, 2017.
- Other readings will be provided through Canvas.

Evaluation Methods

Reading discussion: We will often spend part of class discussing assigned readings. Students will be assigned to lead the discussion, and every student must participate in every discussion.

Wikipedia page: Small groups will research a female medical doctor/scientist/engineer/mathematician and create a Wikipedia page for her.

Oral presentation: Every student will give their own seven-minute presentation on the scientist that they researched for the Wikipedia page or something else related to women and underrepresented people in STEM that they learned through their research for the Wikipedia page. Every presentation should be unique, so you must coordinate with your group members and the instructor.

Field trip: We hope to plan at least one field trip that will allow students to become more familiar with New Orleans. Details will follow later in the semester.

Individual meetings: You will have at least two individual meetings with the instructor – one within the first three weeks of the course and one within the last weeks of the course. In the first meeting you are expected to have written down goals for the semester (for this course, all your courses, and your mental and physical health), and general goals for your undergraduate experience (e.g., have a research experience, develop a relationship with two faculty mentors, participate in X student clubs, exercise twice a week, have at least one individual meeting with all of my professors, etc.). You do not need to show these notes to the instructor, but you must be prepared to talk about them. In the last meeting, you are expected to have written down notes about how you have and have not met your goals, and how they have changed. Again, you do not need to show these notes to the instructor, but you must be prepared to talk about them.

Grading Criteria

Discussion participant: 35% of final grade; Rubric for grading: Everyone must come to class with three leading questions or topics from the reading that will generate discussion. You will be asked to hand in these questions, but you can use these questions during the discussion. During each discussion, including discussions with visiting speakers, you will receive full credit if you say one thing that follows the topic being discussed and illustrates that you have done the reading or listened to the presentation. Instructor will allow time for everyone to participate if they choose to. No credit given if you make any statements that are demeaning towards your classmates. Attending at least one outside activity will also be included in this grade.

Wikipedia page: 35% of final grade; Rubric for grading: This grade will be assigned to the group, not to individuals. A rubric will be provided outlining the expectations for each page. There will be multiple steps to earning this grade.

Oral presentation: 20% of final grade; Rubric for grading: You will be graded on: 1. the clarity of your presentation, both oral clarity and clarity of the presented slides; 2. Talk organization; 3. whether you stay within time limits. A rubric will be provided outlining the expectations for the presentation and students will have ample opportunity to discuss their presentation with the instructor in advance.

Individual meetings: 10% of final grade; Rubric for grading: As long as you can hold a discussion and answer questions for 20 minutes about your goals, you will get full credit. If you cannot do this, but you have written down enough ideas that show the instructor that you have taken the assignment seriously, you will discuss with the instructor about what barriers you are facing that prevent you from discussing your goals. The instructor recognizes that this is a personal and sensitive endeavor, and so reasonable accommodations will be made if you are uncomfortable about talking about some goals. If you come unprepared with nothing written down, you will not receive credit. Note that this grade will also reflect whether you have attended your meetings with your Peer Mentor.

Course Schedule

Tentative. This will definitely change, so please read your emails and come to class. Anything in italics is a presentation from your Peer Mentor.

Aug 27: Overview of semester and introduction to topic. *Starting off Strong*.

Sep 3: Class discussion. Introduction to Wikipedia assignment. *Engaging in Inclusive Classroom Dialogue*.

Sep 10: Creating Wikipedia pages. Guest speaker Chloe Raub from Newcomb Institute. Discussion of the Wikipedia group assignment. *Wellness of the Body & Mind*. (Possibly postponed to give guest speaker enough time).

Sep 17: WIS guest speaker. Paper (TBD) discussion. [By now all students should have had their first individual meeting with the instructor.] *Building Effective Study Habits*.

Sep 24: One Love Workshop. *Faculty & Student Connections*.

Oct 1: WIS guest speaker. Discussion of Chapters 1&2 of *Inferior*. *Fostering Inclusive Communities*.

Oct 8: WIS guest speaker. [By now the scientist for your Wikipedia page should have been chosen.] *Academic Resiliency*.

Oct 15: WIS guest speaker. Discussion of Chapters 3&4 of *Inferior*. *Campus Safety*.

Oct 22: Overview on giving oral presentations and expectations for your class oral presentation. Discussion of Chapters 5&6 of *Inferior* and any supplemental readings assigned. *Academic Planning Resources*.

Oct 29: WIS guest speaker. Discussion of Chapters 6&7 of *Inferior* and any supplemental readings assigned. *NOLA & Tulane Community Engagement*.

Nov 5: WIS guest speaker. Discussion of Chapter 8 of *Inferior*, and any supplemental readings assigned. *Flex*.

Nov 12: Guest speaker (TBD) [Second individual meetings with instructor begin.] *Reflection*.

Nov 19: Student presentations.

Nov 26: Student presentations.

Dec 3: Reflection on the semester and wrap-up.

My Expectations of You

- I expect you to come to class. I expect you to stay in class for the entire duration.
- I expect you to turn off your cell phone during class and refrain from texting. If you need to be accessible at all times, please let me know.
- I expect you to do all the assigned reading.
- I expect you to ask questions.
- I expect you to answer questions.
- I expect you to respect everyone in class and treat all people equally.
- I expect you to come to my office hours and ask questions about lectures and assignments. I expect you to email me questions about assignments before 9 pm the night before assignments are due.

My Expectations of Myself

- I should come to class prepared.
- I should be respectful of everyone in the class and treat all people fairly.
- I should grade in an unbiased and fair manner.
- I should be transparent about how I grade.
- I should be available during office hours and by email.
- I should have enthusiasm and interest in the topics presented.

Final Statement on Expectations

I will not tolerate any behavior that I think is bullying. I will not tolerate any behavior that is racist, sexist, classist, or in any way treats someone as though they are lesser. I expect you to treat everyone fairly and equally, with no exceptions. You should expect the same from me. If you have any questions about what this means, please talk with me.

Attendance Statement

The seminar nature of this course makes attendance critical. Students are expected to attend all classes unless they are ill or prevented from attending by exceptional circumstances. It is impossible to make up missed class discussions. If you know in advance that you will not be able to attend every course meeting, please talk with the instructor as soon as possible.

Students are responsible for notifying instructors about absences that result from serious illnesses, injuries, or critical personal problems. Medical excuses are issued by the Student Health Center in the following instances: illnesses or injuries that involve hospitalization, a partial or complete withdrawal due to medical reasons, or a missed final examination for a medical condition being treated by the Student Health Center. In all of these instances, medical information will be released only with the student's written permission.

Instructors are authorized to lower the grades of students who are absent excessively without a satisfactory excuse or do not make up work missed because of absences. Instructors are authorized to lower the grades of students who are absent excessively without a satisfactory

excuse or do not make up work missed because of absences. With the approval of the Newcomb - Tulane College dean, an instructor may have a student who has excessive absences involuntarily withdrawn from a course with a WF grade after written warning at any time during the semester.

ADA/Accessibility Statement

Any students with disabilities or other needs, who need special accommodations in this course, are invited to share these concerns or requests with the instructor and should contact Goldman Center for Student Accessibility: <http://accessibility.tulane.edu> or 504.862.8433. *Please contact me within the first two weeks of the semester so that we can make prompt accommodations.*

Code of Academic Conduct

The Code of Academic Conduct applies to all undergraduate students, full-time and part-time, in Tulane University. Tulane University expects and requires behavior compatible with its high standards of scholarship. By accepting admission to the university, a student accepts its regulations and acknowledges the right of the university to take disciplinary action, including suspension or expulsion, for conduct judged unsatisfactory or disruptive. The Code of Academic Conduct can be found at the following: <https://college.tulane.edu/code-of-academic-conduct>

ONE WAVE information

Tulane University recognizes the inherent dignity of all individuals and promotes respect for all people. As such, Tulane is committed to providing an environment free of all forms of discrimination including sexual and gender-based discrimination, harassment, and violence like sexual assault, intimate partner violence, and stalking. If you (or someone you know) has experienced or is experiencing these types of behaviors, know that you are not alone. Resources and support are available: you can learn more at titleix.tulane.edu. Any and all of your communications on these matters will be treated as either “Confidential” or “Private” as explained in the chart below. Please know that if you choose to confide in me (your instructor) I am mandated by the university to report to the Title IX Coordinator, as Tulane and I want to be sure you are connected with all the support the university can offer. You do not need to respond to outreach from the university if you do not want.

Confidential	Private
<i>Except in extreme circumstances, involving imminent danger to one’s self or others, nothing will be shared without your explicit permission.</i>	<i>Conversations are kept as confidential as possible, but information is shared with key staff members so the University can offer resources and accommodations and take action if necessary for safety reasons.</i>
Counseling & Psychological Services (CAPS) (504) 314-2277 or The Line (24/7) (504) 264-6074	Case Management & Victim Support Services (504) 314-2160 or srss@tulane.edu

Student Health Center (504) 865-5255	Tulane University Police (TUPD) Uptown (504) 865-5911. Downtown (504) 988-5531
Sexual Aggression Peer Hotline and Education (SAPHE) (504) 654-9543	Title IX Coordinator (504) 865-5615 or msmith76@tulane.edu