

**School for New Learning
DePaul University**

**AI 360 Single Mothers, Single Women, Single Fathers and Single Men
Winter 2010**

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O'Hare Campus

**Thursdays, 6:00 - 9:00 P.M.
Quarter Hours: 4**

Course Description

Is being single a modern phenomenon?

This course will search for the historical and sociological views on this matter, and will emphasize the daily experiences of being single. Students will transform the raw experiences into artistic creativity such as: writing diary journal.

About the Instructor

Ezzat Goushegir earned her M.F.A in Playwriting from the University of Iowa. She has published 4 books in Persian including *The WOMAN, THE ROOM, AND LOVE-...AND SUDDENLY THE PANTER CRIED: WOMAN*, two collections of short stories, a collection of two plays and a book of poetry. In 2007 she was a Writer-in-Residence at University of Maryland where she taught a creative writing course. She is a regular contributor to literary journals and her plays have been produced by variety of theater companies.

Competencies Offered

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|-------|---|
| A-1-E | Can interpret the work of writers or artists within a historical or social Context |
| A-2-A | Can create an original work of art, explore its relationship to artistic form, And reflect on the creative process. |
| A-5 | Creativity can define and analyze a creative process. |
| H-1-F | Can describe and explain the roles of individuals, groups, societies, or |

- States in history.
- H-3-B Can explain how two or more of the factors of race, ethnicity, nationality, Socioeconomic status, age, gender, sexual orientation, or religion interact To shape oneself or others.

The Learning experience

1-This course is an exposure to the analysis of historical, psychological, socioeconomic and journalistic texts in women and men studies to bring a better understanding of the modern individual life of singles in our society.

2- There will be an emphasis on sharing experiences through creative art forms. As described in offered competences, by creating an original art works, you will transform your learning experience into an art work which not only helps to enrich your own life, but also the life of others. Each class will begin with a quiz on reading materials, then a brief introduction to the topic of focus, followed by class discussion of readings and screenings.

Required Readings

- 1- Tyler May, Elaine. **Pushing the limits: American Women 1940-1961**. New York: Oxford University Press, 1994.
- 2- Bly, Robert. **Iron John**. MA: Dekr Corporation, Woburn, 1990
- 3- Sell, Colleen. **A Cup of Comfort for Single Mothers**, Massachusetts: AdamsMedia, F& W Publications INC, 2008
- 4- Harris, C.T.B. **Emasculation of the Unicorn: The loss & rebuilding of masculinity in America**. York Beach, Maine: Nicolas-Hays Inc. 1994.

Excerpts of Books:

- * Outman, James. **TURNING POINTS: Industrial Revolution, Primary Sources**, MI: The Gale group, 2003
- * Klein, Edward & Erickson, Don. **About Men: Reflections on the male experience**. New York: Poseidon Press, 1997.
- * Madhubuti, Haki. **Million Man March/ Day of Absence**. Chicago: Third world Press. 1996.

Attendance and Participation

Regular attendance and class participation is highly required. Students who miss more than two class sessions will not have the requirements for a passing grade. In the event of an absence it is imperative that (1) you let me know ahead of time and (2) contact a classmate ahead of time to be your “tutor” for the missed session. Students are expected to be in the class on time, and remain until class ends.

Outcomes

Students are expected to learn from multi-disciplined texts, screenings, and discussions, how to shape their life in a creative sense.

Evidence to be submitted Standards and Criteria

- 1- Writing a **Critical Essay** presenting an original perspective on a topic related to the competences. The minimum length of your essay will be 5 pages (word processed, double spaced).

The **Critical Essay** will be evaluated on the basis of the following:

Content: Detailed and insightful discussion of the chosen topic, using relevant examples and support from course readings, class discussion, personal experience, and outside research.

Organization: Clear thesis statement, logical development of main points, and strong conclusion.

The assignment will be due in **February 04, 2010**

- 2- Students are required to give **20 minutes critical analysis presentation** about a topic of choice, followed by class discussion.

3- **Creative Art Work**

Students will present a diary journal based on the daily experiences of your life.

Plagiarism

The DePaul Student Handbook defines plagiarism as follows: "Plagiarism includes but is not limited to the following: (a) The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or in part, without proper acknowledgement that it is someone else's. (b) Copying of any source in whole or in part with only minor changes in wording or syntax even with acknowledgement. (c) Submitting as one's own work a report, examination paper, computer file, lab report or other assignment which has been prepared by someone else. This includes research papers purchased from any other person or agency. (d) The paraphrasing of another's work or ideas without proper acknowledgement." Plagiarism will result in a failure of the assignment or possibly of the course. If you are unsure of how to cite a source, ask!

Grading and Evaluation

<i>Attendance</i>	<i>10 Points</i>
<i>Class participation and Reading Materials</i>	<i>20 Points</i>
<i>Critical Essay</i>	<i>20 Points</i>
<i>Oral Presentation</i>	<i>20 Points</i>
<i>Creative Work</i>	<i>30 Points</i>

Criteria for Assessment

Written Work Will be Evaluated As Follows:

A= designates work of high quality; reflects thorough and comprehensive understanding of the issues at hand; reflects a clearly identifiable thesis and argument that demonstrates cogent and creative development and support of idea.

B= designates work of good quality; reflects clearly organized and comprehensive understanding of issues at hand; presents substantive thesis and argument with evident development and support of ideas.

C= designates work which minimally meets requirements set forward in assignment; reflects some organization and development of ideas but develops argument in superficial or simplistic manner; may only address part of the assignment or be otherwise incomplete.

D= designates work of poor quality which does not meet minimum requirements set forth in the assignment; demonstrates poor organization of ideas and/or inattention to development of ideas, grammar, and spelling; treatment of material is superficial and/or simplistic; may indicate that student has not done reading assignments thoroughly.

Unfinished work or work requiring revision will be given an Incomplete (IN) grade. In order to qualify for the IN, students must have regularly attended class, and must have completed two thirds of assignments.

Work not submitted by the due date must be submitted within 2 weeks, and will be assessed on a P/F basis only.

Class Schedule

DATE	TOPICS	Assignment for this week	Film Screening
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01/07/09	Introduction		Julia
01/14/09	Industrial Revolution	Turning Points (P: 11-34)	Julia
01/21/09	Prelude to war World war II: The Chance for Change	Pushing the Limits (p: 11-37)	TBA
01/28/09	The Nuclear Family	Pushing the Limits (Pp: 51-69) Oral Presentation	Kramer Vs Kramer
02/04/09	Sexual Revolution Being Single Mother	A Cup of Comfort (O-P)	Kinsey Bill Condon
Critical Essay			
02/11/09	The women's rights movement	Reproduction, birth control, Abortion and the baby boom Pushing the Limits (p: 105-119) (O-P)	You can Count on me
02/18/09	Men without women	About Men (p: 126-133) (Chapt10 & 11) (O-P)	The Pursuit of Happyness 2006
02/25/09	Iron John	Iron John (O-P)	A Gathering of men-Bill Moyer's interview w/Bly
03/04/09	Finding the man within	Emasculation of the unicorn (p: 3-33) (O-P)	Crash Paul Haggis 2005
03/11/09	Million Man March	Million Man March (p: 5-7) Maya Angelou (p:30-31) (O-P)	
03/18/09	The Rebirth-New Eve and Adam		Due Date for the creative
Project			

Due Date for Critical Essay is 02/04/09

DePaul University Academic Integrity Policy

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook or visit <http://studentaffairs.depaul.edu/homehandbook.html> for further details.

DePaul University Incomplete Policy

Undergraduate and graduate students have two quarters to complete an incomplete. At the end of the second quarter (excluding summer) following the term in which the incomplete grade was assigned, remaining incompletes will automatically convert to "F" grades. In the case of the Law School incompletes must be completed by the end of the semester following the one in which the incomplete was assigned. Ordinarily no incomplete grade may be completed after the grace period has expired. Instructors may not change incomplete grades after the end of the grace period without the permission of a college-based Exceptions Committee. This policy applies to undergraduate, graduate and professional programs. NOTE: In the case of a student who has applied for graduation and who has been approved for an Incomplete in his or her final term, the incomplete must be resolved within the four week grace period before final degree certification.

n.b. The SNL student who wishes to receive the grade of IN must formally request in writing that the instructor issue this grade. This request must be made before the end of the quarter in which the student is enrolled in a course.