

**Capstone Seminar in Women's Studies**  
WST4935 Section 4CAP  
**Class Periods:** Tuesday 6-8 (12.50-3.50pm)  
**Location:** In Canvas  
**Academic Term:** Spring 2025

***Instructor:***

Dr Maddy Coy

**Student (Office) Hours:** Wednesday 2-3pm and Thursday 1-3pm

**Location:** available in Canvas with Dr Coy's contact information

***Course Description***

This class is the "capstone" to the Women's Studies major, an opportunity for four years of coursework to culminate in a substantial independent project that engages with and extends the intellectual agenda of the broad community of Women's Studies scholars. We will discuss and explore together becoming, and living, as a feminist, and what this means for your future professional and personal plans. Your final paper will be a 'state of knowledge' review on a topic of your choosing, which will represent your intellectual contribution to feminist scholarship.

***Course Pre-Requisites / Co-Requisites***

WST 3015 (Interdisciplinary Perspectives in Women's Studies)

***Course Objectives***

By the end of the course, you are expected to be able to:

- demonstrate knowledge of literature on feminist theory;
- draw on core conceptual frameworks in feminist scholarship;
- position yourselves and your experience in relation to key debates about feminism;
- develop a research agenda for a final project;
- present your research to engage communities and audiences/readers.

These course objectives will be evidenced through assignments.

**WHAT TO EXPECT:** This course entails a rigorous and demanding reading load. To succeed, you will need to read early and often, and take responsibility for what you do not understand by asking questions. This class requires a lot of discussion, in class and in small groups.

All accommodations will be honored. My aim is to create a discussion space where we can engage with each other in as meaningful a way as possible. This entails creating a learning space and community based on inclusion, dignity, respect, anti-racism, and freedom from discrimination.

***Materials and Supply Fees***

None

### **Required Textbooks**

Kate Manne (2020) *Entitled: How Male Privilege Hurts Women*. London: Penguin Press

Minna Salami (2020) *Sensuous Knowledge: A Black Feminist Approach for Everyone*. New York: Amistad

### **Course Schedule**

Reading assignments must be completed before coming to class. Please note that this schedule of readings is subject to minor modifications. All changes in the syllabus will be announced in class and posted in Canvas.

In each class we will explore the readings or sources and discuss if and how they add conceptual scaffolding to your projects as well build narratives and storytelling. Towards the end of the course, sessions will be set aside for workshopping your papers together. You will get the most out of classes if you bring any questions, doubts, or issues you are struggling with as you work independently on your assignments.

	<b>Reading</b>
Week 1 14 <sup>th</sup> January	Welcome and introductions to each other and the course
Week 2 21 <sup>st</sup> January	bell hooks 'Visionary Feminism' in <i>Feminism is for Everybody</i> (in Course Reserves)  Sara Ahmed <i>Living a Feminist Life</i> 'Introduction: Bringing Feminist Theory Home' (in Course Reserves)
Week 3 28 <sup>th</sup> January	Tara Westover 'The Un-Instagrammable Self' (link in Canvas)  Discussion about projects  Finding sources discussion and annotated bibliographies: a how-to
Week 4 4 <sup>th</sup> February	Minna Salami 'Sensuous Knowledge' Introduction and ch1-3 (p.1-59)  <b>Submission of Annotated Bibliography (Friday)</b>
Week 5 11 <sup>th</sup> February	Kate Manne 'Entitled' ch1-4 (p.3-74)
Week 6 18 <sup>th</sup> February	Minna Salami 'Sensuous Knowledge' ch4-8 (p.75-141)
Week 7 25 <sup>th</sup> February	Storytelling workshop  <b>Submission of Project Outline or Opinion Piece</b>

Week 8 4 <sup>th</sup> March	Research talks OR submission of evaluation essay
Week 9 11 <sup>th</sup> March	Research talks OR submission of evaluation essay
Week 10	<b>SPRING BREAK</b>
Week 11 25 <sup>th</sup> March	Discussion of Roxane Gay essay
Week 12 1 <sup>st</sup> April	Kate Manne 'Entitled' ch5-8 (p.75-159)
Week 13 8 <sup>th</sup> April	Minna Salami 'Sensuous Knowledge' ch8-9 (p.142-190) Kate Manne 'Entitled' ch9-10 (p.160-192)
Week 14 15 <sup>th</sup> April	Writing workshop and discussion of projects/papers
Week 15 22 <sup>nd</sup> April	Final closing discussion <b>SUBMISSION OF FINAL PAPER</b>

### ***Attendance Policy, Class Expectations, and Make-Up Policy***

Attendance for this class is not graded, but please bear in mind how missing class will affect your ability to process the content and course materials. Catching up on notes is no substitute for being part of class discussions, and absence is likely to be reflected in quality of your assignments. If you are unable to attend the session to deliver your talk, a make-up opportunity will be available during my office hours.

### **Assignment details**

There are five assignments for this course. Two of them have options that allow you to tailor the assignments to your future goals, emphasizing academic writing skills or public scholarship.

#### ***1. Annotated bibliography. WEEK 4 (15 points, 15%)***

You will complete an annotated bibliography of **five** relevant resources for your project. The articles/books should be listed in chronological order, use an established citation style of your choice, and should include brief (one long paragraph) annotations that both summarize and analyze/evaluate the work (i.e., that includes your voice as the author). One of these sources must be a TED style talk video that you will find online, either about feminist thinking, or your research topic specifically. You will analyze this as a piece of public scholarship and pay attention to how the speakers engage ideas and narratives. We will discuss how to prepare annotated bibliographies in class.

**2. Project outline/proposal OR Opinion piece. WEEK 7 (20 points, 20%)**

You have two options to choose from to set out the significance of your proposed topic. A format for each will be provided in Canvas.

**Option 1:** A project outline/proposal that sets out a 'roadmap' for your final project. It will include the overarching argument/ research question, a concise summary of the sources in your annotated bibliography, and what further sources you will use to build your analysis. You should write this in approximately 3 pages (750 words).

**Option 2:** An opinion piece on why we need to talk about your topic. The piece should be approximately 3 pages double spaced (750 words) and make a persuasive argument that draws on the sources you identified in your annotated bibliography. Citations to relevant literature must be included, either as hyperlinks or endnotes.

**3. TED style talk on your project. WEEKS 8 and 9 (10 points, 10%)**

You will write the script for a TED style talk on your research project and deliver it in class. You should think about how to engage an audience who might know nothing about your topic with its key ideas, evidence, and significance. We will watch examples of these talks as part of our narrative building and storytelling skills sessions. The talk should run to approximately 8-10 minutes. Points will be allocated for communication of content, using a rubric that you will find in Canvas.

**4. Evaluation Essay. WEEKS 8 and 9 (25 points, 25%)**

This assignment is required for all students in the Capstone class. You will read a selected article, evaluate its content, and then write a "position paper" of 4-5 pages – meaning you will "position" yourself relative to the arguments the author lays out in the essay. Additional details will be provided on Canvas and discussed in class.

**5. Project paper. DUE WEEK 16 (30 points, 30%)**

You have two options to choose from for this final document.

**Option 1:** A final paper that is a 'state of knowledge' review on your research topic. The paper should be 8-10 double spaced pages. It will introduce your topic and the current evidence base/feminist thinking about it. This will be built from your analysis of the material and course literature on feminist theory and praxis. The paper will be formatted according to appropriate academic conventions, with an established citation style and clear structure. More details will be given in class and on Canvas.

**Option 2:** A 4-6 page briefing paper for the local community about your research, formatted in an engaging visual style. You can decide who your 'community' of readers would be. The document should introduce your topic and distil key findings from your analysis, as well make recommendations for future inquiry or questions for discussion. A key task will be to think about how engage your readers with key feminist thinking/concepts in relation to your topic. More details will be given in class and on Canvas.

## ***Evaluation of Grades***

<b>Assignment</b>	<b>Points</b>	<b>Percentage of Final Grade</b>
Annotated bibliography	15	15%
Project outline	20	20%
Presentation of project outline	10	10%
Evaluation essay	25	25%
Final paper	30	30%
<b>TOTAL</b>	<b>100</b>	<b>100%</b>

### **FINAL GRADE**

At the end of the semester, final grades will be determined by the following formula:

94 and more points = A	80-83 points = B-	67-69 points = D+
90-93 points = A-	77-79 points = C+	64-66 points = D
87-89 points = B+	74-76 points = C	60-63 points = D-
84-86 points = B	70-73 points = C-	59 and fewer points = E

In cases where the number of points falls in between letter grades, points will be rounded to the nearest whole number.

More information on UF grading policy may be found at:

<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades>

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

### ***COURSE POLICIES***

#### ***Recording of class lectures***

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or

uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Policy on Course Syllabi 3 UF, Academic Affairs, August 5th, 2021 Honor Code and Student Conduct Code.

### ***Students Requiring Accommodations***

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. This class supports the needs of different learners; it is important for students to share their accommodation letter with their instructor and discuss their access needs as early as possible in the semester.

### ***Title IX and Gender Equity***

Title IX is a federal law that requires officials with the authority to take action, to report violations of the gender equity policy. Officials with authority must report these violations to the Title IX Coordinator or their deputies. The obligation to report applies whenever an Official with Authority receives, in the course and scope of employment, information about the alleged misconduct and policy violation. The report must include all information known to the employee which would be relevant to an investigation or redress of the incident, including whether the alleged victim has expressed a desire for confidentiality. The Office for Accessibility and Gender Equity provides support to anyone affected by sexual or gender-based misconduct, harassment, or discrimination. **Please know that your instructor in this course is considered an Official with Authority who are required to report violations of the gender equity policy.**

You can also find details of specialist support services at the end of the syllabus. You might not need them, but you might know someone who does.

### ***Course Evaluation***

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at [gatorevals.aa.ufl.edu/students](http://gatorevals.aa.ufl.edu/students). Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via [ufl.bluera.com/ufl/](http://ufl.bluera.com/ufl/). Summaries of course evaluation results are available to students at [gatorevals.aa.ufl.edu/public-results/](http://gatorevals.aa.ufl.edu/public-results/).

### ***University Honesty Policy***

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code ([sccr.dso.ufl.edu/process/student-conduct-code/](http://sccr.dso.ufl.edu/process/student-conduct-code/)) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that

facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.

### ***Student Privacy***

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see: <https://registrar.ufl.edu/ferpa.html>

## ***CAMPUS RESOURCES***

### ***Health and Wellness***

#### **U Matter, We Care:**

If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352 392-1575 so that a team member can reach out to the student.

**Counseling and Wellness Center:** <http://www.counseling.ufl.edu/cwc>, and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

**UF Health Shands Emergency Room / Trauma Center:** For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.

**GatorWell Health Promotion Services:** For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, <https://gatorwell.ufsa.ufl.edu/> or call 352-273-4450

**University Police Department** at 392-1111 (or 9-1-1 for emergencies), or <http://www.police.ufl.edu/>.

### ***Specialist support***

#### **Office of Victim Services**

1515 Museum Road, (352) 392-5648 (Monday – Friday, 8:00 a.m. – 5:00 p.m.) (352) 392-1111 (after business hours and on weekends)

**Alachua County Victim Services & Rape Crisis Center** 352-264-6760 Monday-Friday, 8:30AM-5PM, some services available 24/7

**Peaceful Paths Domestic Abuse Network** 352-377-8255 (24 hour helpline)

### ***Academic Resources***

**E-learning technical support:** Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).

**Career Connections Center:** Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services. <https://career.ufl.edu/>

**Library Support:** Various ways to receive assistance with respect to using the libraries or finding resources. <https://cms.uflib.ufl.edu/ask>

**Teaching Center:** Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring. <https://teachingcenter.ufl.edu/>

**Writing Studio:** 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers. <https://writing.ufl.edu/writing-studio/>

**Student Complaints On-Campus:** [Visit the Student Honor Code and Student Conduct Code webpage for more information.](#)