

PROSEMINAR IN WOMEN'S STUDIES

Women's Studies 5933.0432 (21188)
Fall 2018
Wednesdays, 12:50 – 3:50 p.m. (periods 6-8)
Ustler 108

PROFESSOR: Alyssa N. Zucker, Ph.D.

OFFICE: Ustler Hall 204

PHONE: 352-273-0384

E-MAIL: azucker@ufl.edu

OFFICE HOURS: Mondays and Thursdays 12 – 1 p.m., and by appointment

This class will serve as an introduction to graduate scholarship in Gender, Sexualities, and Women's Studies (GSWS) at the University of Florida. We will explore this broad, interdisciplinary, intersectional field by a) reading about and discussing key aspects of Women's Studies and feminist theory, and b) reading scholarship by, and meeting core and affiliate faculty of, the Center for Gender, Sexualities, and Women's Studies Research. Additionally, the class will prepare students to conduct their own research for Master's projects and other significant writing assignments.

LEARNING OBJECTIVES

By the end of the course, students will:

- recognize a variety of theories, topics, and methods related to GSWS
- understand ways in which GSWS scholarship is mainstreamed in traditional disciplines and operates in its own interdisciplinary field
- use library and internet resources to develop comprehensive, up-to-date bibliographies in their sub-fields
- produce a draft of a thesis or non-thesis prospectus (M.A. and B.A./M.A. students in the Center) or a proposal or paper for their main graduate program (certificate students) that is related to a topic in GSWS
- have clear ideas of faculty they would like to invite to serve on their committee

REQUIRED READINGS

Books

Booth, W. C., Colomb, G. G., Williams, J. M., Bizup, J., & Fitzgerald, W. T. (2016). *The craft of research, 4th ed.* Chicago: The University of Chicago Press. [available as an e-book through Course Reserves on Canvas]

Disch, L., & Hawkesworth, M. (Eds., 2016). *The Oxford handbook of feminist theory.* Oxford: Oxford University Press. [referred to below as OHFT; available as an e-book through Course Reserves on Canvas]

Silvia, P. J. (2007). *How to write a lot: A practical guide to productive academic writing.* Washington, DC: American Psychological Association.

Articles and Chapters (available on Canvas)

- Arao, B., & Clemens, K. (2013). From safe spaces to brave spaces: A new way to frame dialogue around diversity and social justice. *The Art of Effective Facilitation: Reflections from Social Justice Educators* (pp. 135-150). Herndon, VA: Stylus Publishing.
- Burgess-Proctor, A. (2015). Methodological and ethical issues in feminist research with abused women: Reflections on participants' vulnerability and empowerment. *Women's Studies International Forum, 48*, 124-134.
- Fahs, B. (2013). Diving (back) into the wreck: Finding, transforming, and reimagining Women's Studies and Sexuality Studies in the academy. *Feminist Studies, 39*, 496-501.
- Lamott, A. (1994). Shitty first drafts. In *Bird by Bird: Some Instructions on Writing and Life* (pp. 21-27). New York: Pantheon Books.
- May, V. M. (2015). *Pursuing intersectionality: Unsettling dominant imaginaries* (ch. 1, pp. 18-62). New York: Routledge.
- NWSA (no date). Advice Essays.
http://www.nwsa.org/Files/Resources/NWSAAdviceEssays_GradStudents.pdf
- Twig Writing Group (1996). A feminist perspective on graduate student-advisor relationships. *Feminist Teacher, 10*, 17-25.
- Wood, C. V. (2012). Knowledge practices, institutional strategies, and external influences in the making of an interdisciplinary field: Insights from the case of Women's and Gender Studies. *American Behavioral Scientist, 56*, 1301-1325.

And more to be selected by students

COURSE POLICIES

Course technology

All students are required to access course materials on Canvas via e-learning at <https://elearning.ufl.edu/>. Click on *E-learning in Canvas* and then log in via Gator Link. You can select our class from the *Courses* drop down menu at the top of the page.

E-mail

I use email to communicate with the class as a whole as well as with individuals, and university policy requires that I use your UF email address. It is your responsibility to obtain and use a Gatorlink account.

Attendance Policy, Class Expectations, and Make-Up Policy

As the UF Policy for Attendance in the Graduate Student handbook states, "Students are responsible for meeting all academic objectives as defined by the instructor. Absences count from the first class meeting. In general, acceptable reasons for absences from class include illness, serious family emergencies, special curricular requirements, military obligation, severe weather conditions, religious holidays, and participation in official University activities... The University recognizes the right of the individual professor to make attendance mandatory..."

(<http://graduateschool.ufl.edu/files/handbook.pdf>) This course is designed to be a working seminar, where all participants are expected to attend class each class period and work together as colleagues. In the event that you miss class (for an acceptable reason as outlined above and discussed with the instructor), I will assign an appropriate make up assignment to cover material of the missed class. Late work may be marked down at my discretion.

Electronics policy

Please turn off all cell phones before the beginning of each class. Even when phones are on vibrate, they disturb you and others around you. Texting, social media use, checking email, or any use of devices other than to access readings, take notes, or conduct approved research during class is not acceptable. If you cannot restrain yourself, keep your devices in your bag or leave them with me.

Academic Etiquette

Please arrive on time for class and remain for the entire class unless you give me advance notice. You may eat or drink in class as long as it is not disruptive to those around you.

I expect members of the class to follow rules of common courtesy in all face-to-face discussions, email messages, and on Canvas. In order to make this an effective course for everyone, I expect all participants to interact with peers and the instructor “professionally,” meaning with honesty, ethical behavior, cultural sensitivity, teamwork, and effective communication. This class may cover material that is distressing or challenging. People in the classroom may say things that you disagree with, don't understand, or even find offensive. Negotiating such tensions means the space of the class may not feel “safe.” If we all begin our engagements from a place of good faith, however, we can create the conditions required to access, evaluate, and work through the new ideas essential to our growth as thinkers, activists, and decent human beings in the world. If you feel that you do not understand or cannot operate under these conditions, you should discuss that with the instructor during the drop/add period.

UF POLICIES

Accommodations for Students with Disabilities

Students requesting accommodation for disabilities must first register with the Dean of Students Office (<http://www.dso.ufl.edu/drc/>). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation.

Academic Integrity

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 (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.

Grading Policy

The UF policy for assigning grade points can be accessed at <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx> . More course specific information is below on p. 8.

Course Evaluation

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu>.

Additional Support

If you are in need of additional support (e.g., mental health counseling), please contact the UF Counseling and Wellness center at 352-392-1575, <http://www.counseling.ufl.edu/cwc/Default.aspx>.

In case of emergency, you can reach the University Police Department at 352-392-1111 or dial 911.

ASSIGNMENTS

All written work must be submitted through Canvas. Please upload a .doc(x) or .pdf file in which you have typed the assignment double-spaced, with one inch margins, and a 12 point font.

Class participation (10% of total grade)

This class is small and discussion-based, so your active participation is necessary to make things go well. In order to participate, you must be in regular attendance and contribute thoughtfully to class discussion and activities. Respectful engagement with your peers and the professor is required, even if the conversation becomes heated or we disagree with one another.

Discussion questions (10% of total grade)

Discussion questions are due every week that reading is assigned. The goal of this assignment is to help you think about the readings and prepare for the visitors before we meet for class. What were the most interesting or provocative issues raised by the readings? Do the readings “speak to” or complement each other in ways that bear discussing? How might we think about GSWS differently having read these pieces? Please include 1-2 questions about the readings and 1-2 questions you’d like to pose to the visitors. **These questions must be posted on the appropriate discussion board on Canvas by 9 a.m. on the day of class**, so that I have a chance to see your thinking before we meet that afternoon. If for some reason you are unable post them, send them to me via e-mail and I will post them.

Reading Selection Project (4% of total grade)

There will be many faculty visitors to the class this semester. To prepare for each visitor, we will read one piece of their published writing. Each class member is responsible for proposing which reading we will do for one visitor. For the person you are assigned, you are responsible for finding their c.v. online and selecting a reading (article or book chapter) that you think is an interesting representation of their work. Please note that faculty (especially those outside the Center) may have several domains of scholarship, some more related to GSWS than others. I request that you select something related to this field. To complete this assignment please submit:

- a document listing the full bibliographic reference for your top three choices of readings by your assigned author.
- a brief explanation (~ 1 paragraph) after each reference of why you think that reading is appropriate for our class.
- PDFs of the readings

Signs Project (15% of total grade)

Signs: Journal of Women in Culture and Society has a [curated table of contents webpage](#) developed for its 40th anniversary in 2014. For this assignment, pick one of the topics (e.g., Intersectionalities, Interventions in Theory, etc.) and choose one early reading (from the period 1974-1994) and one recent reading (1995-2014) from the list. In a four page, double spaced paper, briefly describe the main points of the two pieces (1-2 pages). Next, provide some analysis (2-3 pages). For example (these are just ideas and you don't have to include any or all of them in your analysis):

- What elements of the two articles suggest consistency between the two time points and what suggest change?
- Based on your knowledge of the field so far, do you think this issue is central to GSWS? What are some examples to support your argument?
- Why did you choose this topic and how does it relate to your own interests?
- What would you want to know more about if you were to research this topic further?

Affiliate Faculty Project (4% of total grade)

The Center has more than [100 affiliate faculty](#) (faculty who are appointed in other units but whose research and/or teaching pertains to GSWS). Affiliate faculty can serve on thesis and non-thesis committees and are excellent potential resources for your graduate studies. For this assignment, pick one affiliate faculty member whose work aligns with your interests (and who is not already visiting the class) and do the following:

- submit a copy of their c.v. (if you can't find one online, you can email their office manager or them directly to request one)
- read one article or chapter they have published
- submit a one page synopsis of something they've written and why it is of interest to you
- present your affiliate faculty member's profile to the class briefly (5 minutes or less)

Past M.A./Certificate Student Project (5% of total grade)

We will be hearing from a panel of graduates from the M.A. program and getting a sense of the kind of work they did for their thesis/non-thesis projects. In addition, it will be helpful to learn about other students' projects, as they may serve as models or inspiration for your own. For this assignment, you will need to do the following:

- choose a past student to research
- locate and read their thesis or non-thesis project
- submit a synopsis of their project's theoretical underpinnings, methods, and conclusions (one page) and your thoughts about the ways their model might be useful for your own work (one page)

Conference Project (2% of total grade)

There are a number of conferences and other professional development opportunities available to students in Women's Studies (or in traditional disciplines, but focused on GSWS issues). For this project, each student will research a conference opportunity (local, regional, national, or international) that is appropriate for graduate students. You will need to post:

- name of conference
- location of the next meeting
- deadline for submissions
- brief description of why you think it is appropriate for GSWS graduate students

Research Project (RP; 50% of total grade, cumulatively)

A major goal of this class is to prepare you to successfully complete your thesis or non-thesis project (M.A. students) or to move forward your GSWS-related scholarship in your home discipline (certificate students). Toward that end, you will complete many assignments throughout the course of the semester as follows:

- a. Write a brief description of your proposed research topic or imagined project (one paragraph is fine).
- b. Based on our meeting with the librarian, utilize scholarly resources to produce a background reading list for your project. Include a minimum of 10 academic sources and list them in a consistent bibliographic format (your choice of MLA, APA, etc.) The list of resources in the bibliography may change over the course of the project, but this is your starting point.
- c. Create an annotated bibliography for all of the items in your reading list. Feel free to change the items in your list as you progress through the project, but you should always have at least 10 working sources.
- d. Write a one-page proposal for your project that specifies its content and form (e.g., "I will write a three-chapter thesis on changing gender iconography in bathroom fixture advertisements during the 1970s" or "I will create a series of animated YouTube videos on consent ethics for elementary school children") and significance. The proposal should reflect an understanding of the existing literature relevant to your topic and point out a gap in knowledge or services that the thesis or project aims to address. If appropriate it should also include a succinct statement your methods.
- e. Peer review one-page proposals and exchange feedback with another student in class.
- f. Present your idea (revised to incorporate peer and professor feedback) at the end-of-semester panel. A PowerPoint presentation will be required.
- g. Based on feedback, expand the proposal into a prospectus (~5 pages). This should include a mini overview of the scholarship that is informing your work, a working argument or hypothesis, a timeline for completion, and, if appropriate, an expansion of your proposed methods. (Students will be required to find the list of important dates for graduating in the Graduate Catalog and draft a time-line to degree plan for the next year and a half).

GRADING**SUMMARY OF GRADING PERCENTAGE POINTS**

Assignment	Total points accruable
Class participation	10
Discussion questions	10
Signs project	15
Reading Selection project	4
Affiliate Faculty Project	4
Past M.A./Certificate Student Project	5
Conference Wiki Project	2
Research Project	
a. description	2
b. reading list	3
c. annotated bibliography	5
d. proposal	10
e. peer review	5
f. PowerPoint presentation	10
g. prospectus	15
Total	100

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.

SCHEDULE

Date	Topic	Reading*	Assignment
8/22	Introduction to the course and each other		
8/29	Defining the field	Wood OHFT Introduction OHFT Ch. 9 Fahs	
9/5	Developing a research project Writing productively	Booth et al. (ch. 3-5) Silvia (skip ch. 5-7) Lamott	RP (a)
9/12	Intersectionality Library West visit room 211 (2:30 p.m.)	May	Reading selection project
9/19	No class—Yom Kippur		
9/26	Health and GSWS Dr. Laura Guyer Dr. Trysh Travis	OHFT Ch. 16	RP (b)
10/3	Feminist Praxis (and more!) Dr. Jillian Hernandez Dr. Maddy Coy	OHFT Ch. 10	Conference project
10/10	IRB Workshop Drs. Broad, Coy, & Zucker Thesis and Non-Thesis options Dr. Kendal Broad and program alum	Burgess-Proctor	Past M.A. project Signs project
10/17	Core Faculty Dr. Anita Anantharam Dr. Connie Shehan Feminist Science Studies TBD	OHFT Ch. 8 OHFT Ch. 40	RP (c)
10/24	Sexuality/Race Dr. Della Mosley Dr. Kendal Broad		RP (d)
10/31	Sexuality/Neoliberalism/Feminism Dr. Laina Bay-Cheng (U Buffalo) Dr. Alyssa Zucker Peer review	OHFT Ch. 43	RP (e)
11/7	English and GSWS Dr. Margaret Galvan Dr. Kenneth Kidd		
11/14	Professional development Identity Politics Difficult conversations	NWSA Advice essays TWIG Arao & Clemens	
11/21	No Class—Thanksgiving Break		

Date	Topic	Reading*	Assignment
11/28	Affiliate faculty exploration/ Student Presentations		Affiliate faculty project RP (f) certificate and BA/MA students only
12/5	Student Presentations in first year panel with second year students and faculty (meet in Atrium, 2 nd floor of Ustler) Lunch served starting at 12:30		RP (f) MA students
12/10	No class--Finals		RP (g)

***Please note that I expect you to complete all reading *before* class on the day it is assigned.
 RP = Research Project; OHFT = The *Oxford Handbook of Feminist Theory*
 Discussion Questions are due on Canvas by 9 a.m. on Wednesday every week with assigned reading.**

DISCLAIMER

This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly in class and via Canvas, are not unusual and should be expected.