

PROSEMINAR IN WOMEN'S STUDIES

Women's Studies 5933.0432 (22442)
Fall 2019
Wednesdays, 12:50 – 3:50 p.m. (periods 6-8)
Ustler 108
Last updated 8/21/19

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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 GSWS and feminist theory, and b) reading scholarship by, and meeting core 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

- Barker, M-J., & Scheele, J. (2016). *Queer: A graphic history*. London: Icon.
- 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.
- 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.
- Williams, C. D. (2019). The personal is apolitical: Neoliberalism and academic capitalism in U.S. women's studies programs. *Women's Studies International Forum, 74*, 1-8.

And more articles by Center faculty TBD

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. 7.

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 <https://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 <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

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.

Mentoring Style Project (5% of total grade)

There are many styles of mentoring, and faculty and students sometimes encounter difficulty because these styles and/or needs may not be fully articulated to one another. The goal of this assignment is to become more familiar with Center faculty one-on-one and to help compile a document of mentoring styles. To complete this assignment students will:

- write 1-2 paragraphs about how they would like to be mentored
- select a core faculty member and visit them during their office hours

- engage them in a discussion of their mentoring philosophy and style
- write 1-2 paragraphs about their assigned faculty mentor that we will share internally as a class

Research Methods Project (18% of total grade)

As befits members of the interdisciplinary field of GSWS, feminist scholars use many different methods to conduct their scholarship. Entire courses can be devoted to feminist research or even a particular sub-type of feminist research. For this assignment, we will crowd source knowledge on several feminist methods by doing the following:

- Each student will select one method from Hesse-Biber's (Ed.) book *Feminist research practice: A primer* (ch. 5-11 only) (If you prefer a more humanities- or natural science- focused method not included here, see Alyssa for help selecting an appropriate source)
- read your selected chapter
- prepare a 2-page synopsis of the method's key points according to the chapter
- present your method to the class, with PowerPoint (10 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).

CONSIDER ADDING A CERTIFICATE IN WOMEN’S STUDIES: If you are taking this course (and aren’t already a WMS student), you are likely only 9 credits away from earning a Certificate (12 credits total) that will appear on your transcript and can be listed on your CV. The *Certificate in Women’s Studies* (WST) is designed for graduate students from any discipline who wish to become acquainted with various feminist (and other appropriate) theoretical approaches and methodologies for examining the roles and intersections of gender, race/ethnicity, sexualities and other sociocultural systems. All graduate students in an MA or PhD program from all colleges at UF are eligible to enroll in this program. You can also do a Certificate in *Gender and Development*. For more information see the [Center webpage about Certificates](#) and contact Dr. Broad (klbroad@ufl.edu) with any questions.

GRADING**SUMMARY OF GRADING PERCENTAGE POINTS**

Assignment	Total points accruable
Class participation	10
Discussion questions	10
Mentoring style project	5
Research methods project	
a. written product	13
b. class presentation	5
Past M.A./Certificate student project	5
Conference 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
8/21	Introduction to the course and each other		
8/28	Defining the field	OHFT Introduction OHFT Ch. 29 Williams Fahs	
9/4	Developing a research project Writing productively	Booth et al. (ch. 3-5) Silvia (skip ch. 5-7) Lamott	RP (a)
9/11	Library West visit room 211 (1-2 p.m.) Colleen Seale (WMS librarian) Intersectionality Bonnie Moradi	OHFT ch. 19 Moradi & Grzanka	
9/18	Queer Studies/Theory	Barker & Scheele	Mentoring project
9/25	Embodiment Jillian Hernandez	OHFT Ch. 10 Hernandez	RP (b)
10/2	Identities Nik Wiles (M.A. candidate)	OHFT ch. 17 Wiles	Conference project
10/9	No class—Yom Kippur (work on two assignments due next week)		
10/16	Storytelling/Narrative Elizabeth Garcia	OHFT ch. 45 Garcia	RP (c) Past M.A. project
10/23	Bodies/Health Connie Shehan Alyssa Zucker	OHFT ch. 16 Shehan Zucker	
10/30	Methods reports		RP (d) Methods project
11/6	Race-Sexuality Intersections Kendal Broad Peer review	OHFT ch. 36 Broad	RP (e)
11/13	IRB workshop Professional development	Burgess-Proctor NWSA Advice essays TWIG Arao & Clemens	
11/20	Student Presentations Alum panel		RP (f) certificate students only
11/27	No Class—Thanksgiving Break		

Date	Topic	Reading*	Assignment
12/4	Student Presentations in first year panel with second year students and faculty Lunch served starting at 12:30 Class wrap up		RP (f) MA students
12/9	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.