

## **Capstone Seminar in Women's Studies**

WST4935 Section 4900

**Class Periods:** M 8, W 8-9

**Location:** UST108

**Academic Term:** Spring 2019

### ***Instructor:***

Dr Maddy Coy

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Office: Ustler 303

Office Phone Number: 352-273-0391

Office Hours: Monday 11-12, Thursday 10-12 and by appointment

### ***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. Our theme for the class will be "feminist futures". We will discuss and explore together becoming, and living, as a feminist, and what this means for your future professional and personal plans. The course assignments will represent your intellectual contribution to this topic.

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

WST 3015 (Interdisciplinary Perspectives in Women's Studies)

### ***Course Objectives***

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

- demonstrate knowledge of literature on feminist theory;
- draw on core conceptual frameworks in feminist literature, including intersectionality;
- develop research questions to build a final project;
- position themselves and their experience in relation to key debates about living a feminist life.

These course objectives will be evidenced through assignments.

**WHAT TO EXPECT:** This course entails a rigorous and demanding reading load, from diverse sources. 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. Documentaries will be shown, and you will be given viewing/discussion guidelines.

### ***Materials and Supply Fees***

None

### ***Required Textbooks***

None. All readings are available online via weblink or Canvas.

## 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 via E-learning.

Together in the class we will decide what issues to focus on in the second half of the course. These could include (but are not limited to) debates and issues for contemporary feminism in the US and transnationally. Readings for the second half of the course will be allocated based on these themes. Students are welcome to make suggestions for readings that are relevant to these themes. We will also endeavour to ensure these readings are useful for your final papers.

	<b>Topic</b>	<b>Reading</b>
Week 1 7 <sup>th</sup> January	Introduction	M: NONE. Welcome, introductions and discussion of course assignments  W: Discussion about projects
Week 2 14 <sup>th</sup> January	Living a Feminist Life 1	M: bell hooks (2000) 'Visionary Feminism' in <i>Feminism is for Everybody</i> (link in Canvas)  W: Sara Ahmed (2017) <i>Living a Feminist Life</i> 'Introduction: Bringing Feminist Theory Home'
Week 3 21 <sup>st</sup> January	Living a Feminist Life 2	M: No class (holiday)  W: Sara Ahmed (2017) <i>Living a Feminist Life</i> ch 1 Feminism is Sensational
Week 4 28 <sup>th</sup> January	Planning your project  <b>SUBMISSION OF PROJECT OUTLINE (END OF WEEK 4)</b>	M & W: <i>The Craft of Research</i> : Section II 'Asking Questions, Finding Answers' pp 27-48
Week 5 4 <sup>th</sup> February	Presentations	M: Presentation of project outlines  W: Presentation of project outlines
Week 6 11 <sup>th</sup> February	Projects	M: Finding sources discussion (reading TBC)  W: Annotated bibliographies: a how-to
Week 7 18 <sup>th</sup> February	Feminist theory	M: Audre Lorde 'Age, Race, Class, and Sex: Women Redefining Difference' in <i>Sister Outsider</i> (link in Canvas)

		W: Kimberle Williams Crenshaw (1994) Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Colour. <i>Stanford Law Review</i> 43(6) 1241-1299 (link in Canvas)
Week 8 25 <sup>th</sup> February	<b>SUBMISSION OF ANNOTATED BIBLIOGRAPHY (WEDNESDAY)</b>	M: Rebecca Walker (1992) <i>Becoming the Third Wave</i> (link in Canvas) and discussion: what next for feminist theory and activism?  W: No reading. Class viewing of Akwugo Emejulu (2018) <i>Crisis Politics and the Challenge of Intersectional Solidarity</i> (we will watch this in class and discuss afterwards)
Week 9 4 <sup>th</sup> March	<b>SPRING BREAK</b>	<b>NO CLASS</b>
Week 10 11 <sup>th</sup> March	Building arguments	M: No reading.  W: Carroll Smith-Rosenberg (1975) The Female World of Love and Ritual: Relations between Women in Nineteenth-Century America <i>Signs</i> 1 (1) pp 1-29
Week 11 18 <sup>th</sup> March	Literature reviews	M: Jeffrey Knopf (2006) Doing a Literature Review (in Canvas)  W: TBC  <b>SUBMISSION OF FINAL EVALUATION ESSAY (END OF WEEK 11)</b>
Weeks 12-15 25 <sup>th</sup> March-15 <sup>th</sup> April	<b>Themed discussions</b>	Readings TBC
Week 16 22 <sup>nd</sup> April		M: TBC  W: Final closing discussion  <b>SUBMISSION OF FINAL PAPER (WEDNESDAY)</b>

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

Attendance for this class is not mandatory, 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 miss class, before you come and talk to me, please make sure you have completed the readings for the class you missed and reviewed notes from a classmate. Make-up lectures will not be given during office hours

but questions on readings, after you have reviewed the notes of a classmate and completed the readings on your own, are welcome and will enthusiastically be answered.

**Exam:** Make up exams will be offered for medical reasons and for participation in university athletic events only. Make up exams for these reasons will be offered during the instructor's office hours. No other exceptions will be considered.

I expect students to participate in class discussions and pay attention. Although no "points" are assigned as part of your grade, let's say, for example, your final grade is 89.5 (B+). If your class participation has been productive, your grade would be "bumped up" to an A-. If you have not participated in class, your grade would remain at a B+. I will look for "quality" not "quantity." In other words, your grade will not be favorably influenced by talking just to talk. I expect you to make intelligent and insightful comments in relation to the texts we will study. In addition, inattention in class, such as reading the newspaper, checking social media, and checking your phone/internet for unrelated activities also will be noted and will discourage your instructor from "bumping up" your grade.

### **Assignment details**

There are five assignments for this course.

#### **1. Project outline. DUE END OF WEEK 4 (15 points, 15%)**

Your project outline should set out your research question, and how you will approach answering it. You should write this succinctly in maximum 3 pages, with a rationale for why you have chosen your research question and how it will advance knowledge on feminist futures.

#### **2. Presentation on your project. WEEK 5 (10 points, 10%)**

You will present an outline of your project to the class. This entails preparing a PowerPoint presentation and summarizing your project: research question, rationale and proposed sources. Your project is not expected to be fully developed at this stage. This is an opportunity for you to engage classmates in discussion and participate in a knowledge exchange. Points will be allocated for presentation and content.

#### **3. Annotated bibliography. DUE END OF WEEK 8 (15 points, 15%)**

You will complete an annotated bibliography that outlines 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). See the "Resources" link on the Canvas homepage for tips on how to prepare annotated bibliographies.

#### **4. Final Evaluation Essay, 3-5 pages. DUE END OF WEEK 11 (30%)**

This assignment is required for all students in the Capstone class. You will be reading a selected article and then writing a "position paper" – 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. Final paper. DUE WEDNESDAY WEEK 16 (30%)**

You will prepare a final paper that reflects your engagement with feminism. The paper should be 10-15 pages, double spaced, and will include a brief overview of your research question, reflections on feminist futures from the course literature (and anything else you have read).

## Evaluation of Grades

Assignment	Points	Percentage of Final Grade
Project outline	15	15%
Presentation of project outline	10	10%
Annotated bibliography	15	15%
Final evaluation essay	30	30%
Final paper	30	30%
TOTAL	100	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.

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>

## UF COURSE POLICIES

### Students Requiring Accommodations

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://www.dso.ufl.edu/drc>) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to me when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

### Course Evaluation

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu/evals>. 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/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 (<https://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 obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

### ***Software Use***

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

### ***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:

<http://registrar.ufl.edu/catalog0910/policies/regulationferpa.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.

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

#### *Specialist support*

##### **Sexual Assault Recovery Services (SARS)**

Student Health Care Center, 392-1161.

**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)

**Report Rape Gainesville** (information and support even if you do not want to make a report)

<http://www.reportrapegainesville.org/>

#### *Academic Resources*

**E-learning technical support**, 352-392-4357 (select option 2) or e-mail to [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu).

<https://lss.at.ufl.edu/help.shtml>.

**Career Resource Center**, Reitz Union, 392-1601. Career assistance and counseling. <https://www.crc.ufl.edu/>.

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

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

**Writing Studio**, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.  
<https://writing.ufl.edu/writing-studio/>.

**Student Complaints Campus:** [https://www.dso.ufl.edu/documents/UF\\_Complaints\\_policy.pdf](https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf).

**On-Line Students Complaints:** <http://www.distance.ufl.edu/student-complaint-process>.