

## Capstone Seminar in Women's Studies

WST4935 Section 4CAP

**Class Periods:** T 6-8

**Location:** MAT0105

**Academic Term:** Spring 2023

### **Instructor:**

Dr Maddy Coy

Email: m.coy@ufl.edu

Office: Ustler 303

Office Hours: Thursday 9-10am and 1-3pm 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. 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, students are expected to be able to:

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

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.

### **Land acknowledgement**

I acknowledge that for thousands of years the area now comprising the state of Florida has been and continues to be home to many Native Nations. I further recognize that the main campus of the University of Florida is in the heartland territory of two historically-known Native societies –those of the Potano and of the Alachua Seminole. As a part of our current stewardship, I acknowledge my obligation to honor the ancestral, present, and future Native residents of Florida (originally crafted by UF Libraries).

## 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. Towards the end of the course, sessions will be set aside for workshopping your final 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 10 <sup>th</sup> January	Welcome and introductions
Week 2 17 <sup>th</sup> January	bell hooks 'Visionary Feminism' in <i>Feminism is for Everybody</i> and Sara Ahmed <i>Living a Feminist Life</i> 'Introduction: Bringing Feminist Theory Home'
Week 3 23 <sup>rd</sup> January	Discussion about projects
Week 4 30 <sup>th</sup> January	Minna Salami 'Sensuous Knowledge' ch1-3
Week 5 7 <sup>th</sup> February	Kate Manne 'Entitled' ch1-4
Week 6 14 <sup>th</sup> February	Minna Salami 'Sensuous Knowledge' ch4-8
Week 7 21 <sup>st</sup> February	Class viewing of Professor Akwugo Emejulu's lecture ' <i>Crisis Politics and the Challenge of Intersectional Solidarity</i> '
Week 8 28 <sup>th</sup> February	Presentations on project outlines OR submission of evaluation essay
Week 9 7 <sup>th</sup> March	Presentations on project outlines OR submission of evaluation essay
Week 10 21 <sup>st</sup> March	<b>SPRING BREAK</b>

Week 11 28 <sup>th</sup> March	Discussion of Roxane Gay essay
Week 12 4 <sup>th</sup> April	Kate Manne 'Entitled' ch5-8
Week 13 11 <sup>th</sup> April	Minna Salami 'Sensuous Knowledge' ch8-9 and Kate Manne 'Entitled' ch9-10
Week 14 18 <sup>th</sup> April	Writing workshop and discussion of projects/papers
Week 15 25 <sup>th</sup> April	Final closing discussion

### ***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.

***Presentations:*** If you are unable to attend the session to deliver your presentation, a make-up opportunity will be available during my office hours.

### **Assignment details**

There are five assignments for this course.

#### ***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 summarizes and analyze/evaluate the work (i.e., that includes your voice as the author). We will discuss how to prepare annotated bibliographies in class.

#### ***2. Project outline. WEEK 7 (20 points, 20%)***

Your project outline should set out the focus of your state of knowledge review, your overarching argument/question, and how you will approach answering it, including what sources you will use. You should write this succinctly in maximum 3 pages, with a rationale for why you have chosen your focus and how it will advance knowledge on feminist futures. A format will be provided in Canvas.

#### ***3. Presentation on your project. WEEKS 8 and 9 (10 points, 10%)***

You will present an outline of your project to the class. This entails preparing a presentation of approximately 6-8 minutes long, summarizing your project: topic and focus, overarching argument/question and proposed sources. Points will be allocated for presentation and communication of content.

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

This assignment is required for all students in the Capstone class. You will be reading a selected article, evaluating its content, and then writing 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. Final paper. DUE WEDNESDAY WEEK 16 (30 points, 30%)

You will prepare a final paper that is a ‘state of knowledge’ review on a topic of your choosing and makes recommendations for further feminist inquiry. The paper should be 8-10 double spaced pages. It will include a justification for your focus, your analysis of the material you draw on to answer it and reflections from the course literature (and anything else you have read). 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.

### Evaluation of Grades

Assignment	Points	Percentage of Final Grade
Annotated bibliography	15	15%
Project outline	20	20%
Presentation of project outline	10	10%
Evaluation essay	25	25%
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>

### 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.ua.ufl.edu/students](http://gatorevals.ua.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.ua.ufl.edu/public-results/](http://gatorevals.ua.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.](#)