

CAPSTONE SEMINAR

Professor:	Dr. Hina Shaikh	Course Day and Time:	Wednesdays 1:55 PM – 4:55 PM
Term:	Fall 2022	In-Person Office Hours:	Wednesdays 12:00 PM – 1:00 PM In UST 212
Email:	hshaikh@ufl.edu	Office Phone:	352-273-0388
Office:	Ustler Hall 212	Classroom:	RINKER 0210

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. 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 PREREQUISITES

WST 3015: (Interdisciplinary Perspectives in Women’s Studies)

COURSE EXPECTATIONS

This course entails a rigorous and demanding reading and writing load. I expect you to complete the readings before the class for which they are assigned. This class requires a lot of discussion, in class, in small groups, and/or online.

REQUIRED TEXTBOOKS

None

RECOMMENDED TEXTBOOKS

Guy-Sheftall, Beverly. 1995. *Words of fire: an anthology of African-American feminist thought*.
Hune, Shirley, and Gail M. Nomura. 2020. *Our voices, our histories: Asian American and Pacific Islander women*.
Anzaldúa, Gloria, and Cherrie Moraga. 1989. *This Bridge Called My Back: Writings by Radical Women of Color*.
Abdulhadi, Rabab. 2015. *Arab & Arab American feminisms gender, violence, & belonging*. Syracuse, NY: Syracuse Univ. Press.
Smith, Barbara. 2000. *Home girls: a black feminist anthology*.

COURSE OBJECTIVES

By the end of the course, students should be able to meet, reach, or exceed the following goals through coursework, classroom discussions, and their final project:

- develop, discuss, and research questions to build a final project;
- demonstrate the ability to place themselves within the vast field of gender studies;
- define the core conceptual frameworks in feminist scholarship.

ATTENDANCE POLICY, CLASS EXPECTATIONS, AND MAKE-UP POLICY

I do record your attendance, but do not require attendance. I ask that you communicate with me should you need to miss more than two classes since the number of classes you miss will most likely impact your assignments and overall grade.

If you need to miss a class and submit make-up work, please note that I will not be able to provide extensive comments for work submitted more than one week after the deadline. I am always happy to meet with you in office hours to discuss any questions you may have about your assignments or final paper.

For make-up presentations, you may make-up the presentation during office hours.

LAND ACKNOWLEDGMENT

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).

COURSE ASSIGNMENTS

1.	<p style="text-align: center;">CRITICAL IMAGINING PAPERS (aka mini evaluation essays)</p> <p>Description: Three times throughout the first part of this semester you will complete an evaluation of a cultural product. This may be an episode of a television show, podcast, song, album, artwork, music video, film, etc. The possibilities are endless! The purpose of this assignment is to exercise your ability to critique and build from your critique. Critique is not just to tear down, but a way of building a better now, present, future etc.</p> <p>Requirements:</p> <ol style="list-style-type: none"> 1. 1 page single-spaced, 12-point Times New Roman font, 1-inch margins 2. Please describe the product you are evaluating in or under 50 words. This description should encompass enough information if I am not familiar with the product. 3. Please evaluate the cultural product using at least one citation from a previous gender studies course or this one. You can critique the whole narrative, lyrics, one particular moment in a film, or a few words in a dialogue. It's completely up to you. <ul style="list-style-type: none"> ○ Potential questions to answer in your CRITIMAGINE assignments: <ul style="list-style-type: none"> ▪ How do you feel when you engage with this piece? How are your feelings resonating with readings you've read in the past that can help to contextualize your feelings? ▪ Are there parts of the dialogue you wish you could be better? Why? ▪ Are there lyrics you wish could be better? Why? ▪ Are there characters/storylines that have a frustrating beginning/middle/end? Why? 4. We will share our work and build our collective portfolio of everyone's assignments, so that you may have inspiration as you build your final projects. <p>Submission instructions:</p> <ol style="list-style-type: none"> 1. Please upload to Canvas under the proper folder. 2. You must give me commenting privileges if the document you are submitting is a Google Doc. 3. Please do not send me a PDF. 	<p style="text-align: center;">Due: WEEKS 2, 3, and 5</p>
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2.	<p style="text-align: center;">ANNOTATED BIBLIOGRAPHY</p> <p>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). You should carefully choose these sources as ones that impact the way you think about power, identity, privilege, and/or research. I will upload detailed guidelines to Canvas by the end of week 1.</p>	DUE: WEEK 4
3.	<p style="text-align: center;">PROJECT OUTLINE</p> <p>Your project outline should set out the focus of your state of knowledge review, your overarching 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.</p>	DUE: WEEK 8/9
4.	<p style="text-align: center;">PRESENTATION ON PROJECT OUTLINE</p> <p>You will present an outline of your project to the class. This entails preparing a PowerPoint presentation of 6- 8 minutes long, summarizing your project: topic and focus, overarching question and proposed sources. Points will be allocated for presentation and communication of content.</p>	DUE: WEEK 8/9
5.	<p style="text-align: center;">FINAL ESSAY</p> <p>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 12-15 pages, double spaced, and 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.</p>	DUE: WEEK 16

EVALUATION OF GRADES

Assignment	Percentage of Grade
CRITIMAGINE Papers	15%
Annotated Bibliography	20%
Project Outline	25%
Presentation on Project Outline	10%
Final Paper	30%

FINAL GRADE

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

A	94 - 100
A -	90 - 93
B +	87 - 89
B	83 - 86
B -	80 - 82
C +	77 - 79
C	73 - 76
C -	70 - 72
D +	67 - 69
D	63 - 66
D -	60 - 62
F	59 and below

WEEKLY COURSE TOPICS

Week 1, August 24 - Beginning of the end!

Introductions, syllabus, and games!

No Assignment due

Week 2, August 31 - Freedom from, freedom to, and freedom as justice

Turn in first CRITIMAGINE paper by 5PM Friday, September 2nd

Week 3, September 7 - Accountability for Research

Please bring one potential citation annotated to class so that we may share and workshop together

Week 4, September 14- Bibbing, issues of representation in research

**Submit your annotated bibliographies by Wednesday September 14th **

Week 5, September 21 - Research Ethics cntd.

**Turn in second CRITIMAGINE paper by 5PM Friday, September 23rd **

Week 6, September 28 - critically imagining more, better, and best

Nothing due; please continue to work on your project outlines/presentations

Week 7, October 5 - critically imagining part 78

Nothing due; please continue to work on your project outlines/presentations

Week 8, October 12 - project outlines/presentations of outlines/feedback

Project outlines due after the class of your presentations; presentations

Week 9, October 19 - project outlines/presentations of outlines/feedback

Project outlines due after the class of your presentations; presentations

Week 10, October 26, critical imagining part 34

Get started on your final papers! Write!

Week 11, November 2 - Writing Workshop

No Assignment Due.

Week 12, November 9 - critical imagining part 107

No Assignment Due.

Week 13, November 16 - Writing Workshop; how to support one another during typing times

Please bring at least 5 pages of your final paper to class to share and lead us through any difficulties you are having/comments you would like

Week 15, November 30 - Writing time and more workshopping

No Assignment Due.

Week 16, December 7 - Discussing the culmination of your degree/major, celebrating, supporting paper process

Final Paper due at the beginning of class

ACCOMMODATIONS

If you would prefer to be called by a different name and/or gender pronoun than what appears on the enrollment record, please let me know and I'll be happy to oblige.

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting our [Get Started page](#). 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.

Contact the DRC for further information:

PHONE: 352.392.8565

FOOD INSECURITY AT UF

A person experiences food insecurity when they are unable to access healthy, nutritious food. Food insecurity encompasses both the quantity and nutritional quality of food. Food insecurity can be experienced for short periods of time but can also be experienced over an extended period. College students experience food insecurity in many ways - some examples include: hunger causing distraction while studying or in class, choosing to avoid exercise due to personally inadequate diet, choosing between buying textbooks and groceries while waiting on financial aid, or only being able to afford ramen.

The Alan and Cathy Hitchcock Field & Fork Food Pantry serves members of the UF community experiencing food insecurity. We are open to everyone in the UF community, regardless of income, class, race, gender, housing status, or ability. We do not ask for verification of need - we only ask that you bring your Gator 1 card.

Guests may shop up to two times per week either by placing an online order or by taking a pre-made to-go bag. We are currently limited to our COVID-19 operations due to staff shortages. We are working to achieve enough staff so that we may return to our normal operations.

Visit this website for more information: <https://pantry.fieldandfork.ufl.edu/about/>

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 is 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.

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.

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/) 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.

CAMPUS RESOURCES

Health and Wellness

U Matter, We Care:

If you or a friend is in distress, please contact 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

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.

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/>