

WST4935 (class # 23013)
CAPSTONE SEMINAR
FALL 2025

TUESDAYS PERIODS 4-6
10:40AM-1:40PM

INSTRUCTOR INFORMATION

Instructor: Dr. Hina Shaikh

Office hours: 1:45-2:45pm Tuesdays

Office location, instructor email and phone contact are provided in the course Canvas page.

COURSE GOALS AND OBJECTIVES

Course Description

This capstone course, required for all majors, is the culmination of the women's studies major. It explores past and present scholarship to reaffirm the interdisciplinary nature of the field and to highlight relationships among feminist theory, intellectual practice and social change. The bulk of the semester is devoted to an independent writing project on the student's selected topic.

NOTE: This course covers a variety of ideas and views about the topics of focus, taught as objects of analysis within the larger course of instruction. Emphasis is on critical thinking, examination of evidence, and evaluation of arguments. No lesson is intended to compel a particular feeling or belief. Endorsing or agreeing with a particular view is not expected or required.

Prerequisites:

WST 3015

COURSE MATERIALS

- List required and recommended textbooks (if applicable)
- Booth Wayne C Gregory G Colomb and Joseph M Williams. 2008. *The Craft of Research*. 3rd ed. Chicago: University of Chicago Press. (recommended)
- All other assigned material available through Canvas

Materials will be available through the following means: Course Canvas page and Course reserves

Materials Fees: N/A

STUDENT LEARNING OUTCOMES

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.

ASSESSMENT AND GRADES

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the [Catalog](#).

Graded Course Activities

1.	POTENTIAL TOPICS BRAINSTORM Please be prepared to discuss around 3 topics you are considering for the final paper. Please turn in a version through Canvas.	Due: WEEK 2
2.	ARCHIVAL ANALYSIS PAPER/ZINE PAGE We will be receiving training from the WGS librarian who will show you how to access archival materials. I will also demonstrate how to access more archival materials. You will then either create a zine page or write 500-750 words analyzing at least one piece of archival material relevant to your topic. Please use at least one primary source material.	WEEK 3
3.	COMMUNITY-BASED OR COMMUNITY RESPONSIVE RESEARCH/ANALYSIS PAPER/ZINE PAGE We will have a presentation from at least one community org in Gainesville. You will either create a zine page or write 500-750 words analyzing how you imagine representing a problem, an issue, or a community within your paper. Please cite at least one source that you will potentially use within your final paper.	WEEK 4
4.	AUTOETHNOGRAPHIC WORKSHOP RESPONSE/ZINE PAGE We will learn about autoethnography and how to implement it within your paper. You will either create a zine page or write 500-750 words analyzing how your own beliefs, passions, history, or experiences show up in your work. Please use at least one source that you will potentially use within your final paper.	WEEK 5
5.	ANNOTATED BIBLIOGRAPHY 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).	WEEK 7
6.	FIRST DRAFT OF ANY SECTION! JUST 3-5 PAGES!	WEEKS 8 AND 13

7.	PROJECT OUTLINE/PRESENTATION You will present a portion of your project to the class. This entails preparing a PowerPoint presentation of 10-15 minutes, summarizing your chosen section of your project: topic and focus, overarching question of entire project, and proposed sources. 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.	WEEK 9/10
8.	PROJECT OUTLINE/PRESENTATION PART 2 You will present a portion of your project to the class. This entails preparing a PowerPoint presentation of 10-15 minutes, summarizing your chosen section of your project: topic and focus, overarching question of entire project, and proposed sources. 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.	WEEK 9/10
9.	SECOND DRAFT OF PREVIOUSLY WRITTEN SECTION! JUST 3-5 PAGES!	WEEKS 8 and 13
10.	FINAL ESSAY You will prepare a final paper that is a 'state of knowledge' review on a topic of your choosing. 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.	WEEK 16

Grading Scale and Policies

More information about UF grading policy: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Assignment	Percentage of Grade
Brainstorm, Archival, Community-Based, and Autoethnographic assignments	20%
Annotated Bibliography and Project Outline	25%
Two paper drafts throughout the semester	10%
Presentation on Project Outline	15%

Final Paper	30%
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Letter Grade	Points
A	100-93
A-	92-90
B+	89-87
B	86-83
B-	82-80
C+	79-77
C	76-73
C-	72-70
D+	69-67
D	66-63
D-	62-60
E	<59

COURSE CALENDAR

This calendar is subject to change for pedagogical or logistical reasons. To the extent possible, students will be notified in advance of any such changes.

Week 1, August 26 - Beginning of the end!

NO ASSIGNMENT DUE

Week 2, September 2- Freedom from, freedom to, and freedom as justice

(CANVAS) Tuck, Eve. "Suspending Damage: A Letter to Communities."

Film Viewing in-class: STOP FILMING US

Collective Workshop on finding sources and selecting a topic

POTENTIAL TOPICS BRAINSTORM DUE ON CANVAS BEFORE CLASS

Week 3, September 9 - Accountability for Research and Archives

(CANVAS) Smith, Linda Tuhiwai. "Introduction" in *Decolonizing Methodologies: Research and Indigenous Peoples*.

ARCHIVAL ANALYSIS PAPER/ZINE PAGE DUE

Week 4, September 16- Community Based Research

No reading.

COMMUNITY-BASED OR COMMUNITY RESPONSIVE RESEARCH/ANALYSIS PAPER/ZINE PAGE DUE

Week 5, September 23 - Research Ethics cntd.

(CANVAS) Ahmed, Leila. "Western Ethnocentrism and Perceptions of the Harem." *Feminist Studies* 8, no. 3 (1982): 521-34. <https://doi.org/10.2307/3177710>.

AUTOETHNOGRAPHIC WORKSHOP RESPONSE/ZINE PAGE DUE

Week 6, September 30 - critically imagining more, better, and best

(CANVAS) hooks, bell. "The Joy of Reading"

NOTHING DUE. CHECKING IN ABOUT PAPERS AND BIBLIOGRAPHIES

Week 7, October 7 - critically imagining part 78

(CANVAS) Introduction. Anzaldúa, Gloria, and Cherrie Moraga. 1989. *This Bridge Called My Back: Writings by Radical Women of Color*.

+ any 1-5 additional pieces of your choice

ANNOTATED BIBLIOGRAPHY DUE BEFORE CLASS

Week 8, October 14 - one does not just give feedback

Workshop on giving feedback to one another.

FIRST DRAFT OF ANY SECTION OF THE PAPER DUE BEFORE CLASS. JUST FIVE PAGES!

Week 9, October 21 - project outlines/presentations

No reading. Presentations.

PRESENTATIONS AND OUTLINES DUE BY THE END OF WEEK 9!

Week 10, October 28, project outline/presentations

No reading. Presentations.

PRESENTATIONS AND OUTLINES DUE BY THE END OF WEEK 10!

Week 11, November 4 - Writing Workshop

Check-in on your final paper and create some time in class to work on your paper, receive feedback, and ask questions.

Workshop on transitions, conclusions, and centering your writing voice.

NO ASSIGNMENT DUE

Week 12, November 18 - critical imagining part 107

(USE LINK + VPN) Smith, Barbara. "Coalition Politics: Turning the Century" by Reagon, Bernice J in *Home Girls: a Black Feminist Anthology*. E-book, New Brunswick: Rutgers University Press, 2000, <https://hdl-handle-net.lp.hscl.ufl.edu/2027/heb30514.0001.001>

NO ASSIGNMENT DUE

Week 13, December 2 - Writing Workshop; how to support one another during typing times

(CANVAS) "Introduction." Leah Lakshmi Piepzna-Samarasinha, and Ejeris Dixon. 2020. *Beyond Survival : Strategies and Stories From the Transformative Justice Movement*. Chico, CA: AK Press

(CANVAS) "What Isn't Transformative Justice." Leah Lakshmi Piepzna-Samarasinha, and Ejeris Dixon. 2020. *Beyond Survival : Strategies and Stories From the Transformative Justice Movement*. Chico, CA: AK Press

Watch in-class: What is Transformative Justice? https://www.youtube.com/watch?v=U-_BOFz5TXo

***PLEASE BRING AT LEAST 5 PAGES OF YOUR FINAL PAPER TO CLASS ***

FINAL PAPER DUE DECEMBER 11TH BY 12PM

UNIVERSITY POLICIES AND RESOURCES

Attendance policy

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Students requiring accommodation

Students 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/>. 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.

UF course evaluation process

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

ADDITIONAL POLICIES AND RESOURCES

For a list of additional campus resources, see section C 5 here:

https://syllabus.ufl.edu/media/syllabusufledu/syllabi_policy_09_09_2022.pdf

University Honesty Policy

University of Florida students are bound by the Honor Pledge. On all work submitted for credit by a student, the following pledge is required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Student Honor Code and Conduct Code (Regulation 4.040) specifies a number of behaviors that are in violation of this code, as well as the process for reported allegations and sanctions that may be implemented. All potential violations of the code will be reported to Student Conduct and Conflict Resolution. If a student is found responsible for an Honor Code violation in this course, the instructor will enter a Grade Adjustment sanction which may be up to or including failure of the course. For additional information, see <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

In-class recording

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 guest 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 Honor Code and Student Conduct Code.

Procedure for conflict resolution

Any classroom issues, disagreements or grade disputes should be discussed first between the instructor and the student. If the problem cannot be resolved, please contact the Undergraduate Coordinator (Dr. Joanna Neville: jneville@ufl.edu) or the Graduate Coordinator (Dr. Kendal Broad: klbroad@ufl.edu) for undergraduate and graduate courses, respectively. Be prepared to provide documentation of the problem, as well as all graded materials for the semester. Issues that cannot be resolved departmentally will be referred to the University Ombuds Office (<http://www.ombuds.ufl.edu>; 352-392-1308) or the Dean of Students Office (<http://www.dso.ufl.edu>; 352-392-1261).

Health and Wellness

- U Matter, We Care: umatter@ufl.edu; 352-392-1575.
- Counseling and Wellness Center: <http://www.counseling.ufl.edu>; 352-392-1575.
- Sexual Assault Recovery Services (SARS): Student Health Care Center; 352-392-1161.
- University Police Department: <http://www.police.ufl.edu/>; 352-392-1111 (911 for emergencies).

Academic Resources

- E-learning technical support: learning-support@ufl.edu; <https://elearning.ufl.edu>; 352-392-4357.
- Career Connections Center: Reitz Union; <http://www.career.ufl.edu/>; 352-392-1601.
- Library Support: <http://cms.uflib.ufl.edu/ask>.
- Academic Resources: 1317 Turlington Hall; 352-392-2010; <https://academicresources.clas.ufl.edu>.
- Writing Studio: 2215 Turlington Hall; <http://writing.ufl.edu/writing-studio/>.

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)