

Capstone Seminar - Women's Studies

WST 4935 Section 1537

SYLLABUS

University of Florida Fall 2009

Updated September 7, 2009

Dr. S. Y. Evans
Phone: 352-273-0392

Departments: African American Studies/Women's Studies
Email: drevans@ufl.edu Website: www.ProfessorEvans.com

Class Location: Ustler Hall 108
Meeting Times: Tues 9:35-10:25; Thursdays 9:35-11:30am

Office Location: 304 Ustler Hall
Office Hours: Tuesdays 11:30-1:30pm
or by appointment

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. The class will explore the state of the field by observing reflections of the “founding mothers” of Women’s Studies and by examining leading journals in the field. The bulk of the semester will be spent developing, researching, and writing/executing an original paper/project (approximately 18-20 pages) that makes a singular contribution to the intellectual community of Women’s Studies.

COURSE OBJECTIVES

Students will:

1. familiarize themselves with early Women’s Studies “foremothers” and explore the state of Women’s Studies scholarship today.
2. analyze discipline-based and interdisciplinary scholarship.
3. Develop and strengthen research, writing, and presentation skills.
4. conceptualize, plan, and execute an original research paper or project on a topic relevant to their desired professional and academic goals.
5. work in teams to brainstorm about, constructively criticize, and edit one another’s work.
6. Demonstrate academic competency through adaptive learning skills development (Self, Communication, Tasks, Innovation)

REQUIRED READING

1. Booth, *The Craft of Research*, 3rd edition [[Research](#)]
2. Howe, (Ed)., *The Politics of Women’s Studies Testimony from 30 Founding Mothers* [[Founding WST](#)]
3. NWSA [National Women’s Studies Association] *Journal* Vol 18, #2 (Summer 2006) [online UF library]
4. On-line sources, printed up by students
 - a. Buker, “Is Women’s Studies a Disciplinary or an Interdisciplinary Field

of Inquiry?” [NWSA Volume 15, Number 1, Spring 2003, pp. 73-93];
 b. hooks, “Toward a Revolutionary Feminist Pedagogy”
<http://www.chss.montclair.edu/english/classes/stuehler/engl105/hooks.html>

SEMESTER AT A GLANCE

	Tuesday (1 hr)	Thursday (2 hr)
Week [Wk 1] Aug 25, 27	Introductions & syllabus; Class objectives & expectations	1. Buker, “Is Women’s Studies a Disciplinary or an Interdisciplinary Field of Inquiry?” 2. hooks, “Toward a Revolutionary Feminist Pedagogy” Adaptive Learning Skills; Course Resources: Worksheets & Data [sign up for facilitation]
[2] Sept 1, 3	<u>Founding WST I</u> Intro & Naming the Problem	<u>Research 1-29</u> Researchers & Readers Response paper #1: Expectations & Goals
[3] Sept 8, 10	<u>Founding WST II</u> Overcoming Barriers	<u>Research 34-66</u> Questions & Answers
[4] Sept 15, 17	<u>Founding WST III</u> Inventing Successful Strategies	<u>Research 68-101</u> Problems & Sources
[5] Sept 22, 24	<u>Founding WST IV</u> Providing Feminist Scholarship Response paper #2: Six role models & three possible topics	<u>Research 108-27</u> Arguments & Claims
[6] Sept 29, Nov. 1	<u>Founding WST V</u> Building WST Programs	<i>Guest Workshop I:</i> Career Resource Center, Priyanka Raut <u>Research 130-51</u> Evidence & Acknowledgements
[7] Oct 6	<u>Founding WST VI</u> Looking Back	<u>Research 152-170</u> Critical Reading
[8] Oct 13, 15	<i>NWSA Journal:</i> 3 articles: (Gonick,	Meet in Library West, #211 <i>Guest Workshop II:</i> Library Research,

	Patton, & Zaytoun)	Colleen Seale Response paper #3: Founding WST Summary paper
[9] Oct 20, 22	In-class Blue Book exam	<u>Research</u> 171-200 Planning & Drafting Preliminary Proposals Due
[10] Oct 27, 29	NWSA: 3 articles (Kampwirth, Sekhon, & Alston) and 2 book reviews (Hamington & Ropers-Huilman)	<i>Guest Workshop III: Writing Center Guide--Proofreading and Editing, Tutor or Dr. Martin Simpson</i>
[11] Nov 3, 5	NWSA: 2 articles (Ferguson and King & Kennelly) and 4 book reviews (Sayers, Jankowiak, Weiler, & Press)	Sources Due <u>Research</u> 203-31 Revising
[12] Nov 10	Critics Choice: 1 article each from <i>Frontiers, Signs, International Journal of Women's Studies</i>	<u>Research</u> 232-76 Introductions & Conclusions
[13] Nov 17	NWSA: 1 article (Crawford) and 5 book reviews (Crowley, Frederick, Graham, Broadbent, Jo Bona)	First Draft Due In-class peer edit I
[14] Nov 24	<i>Writing Day</i> - Independent library research & writing	No Class (holiday break)
[15] Dec 1	Oral Presentation I	Oral Presentation II Second Draft Due In-class peer edits II Email paper abstract to Dr. Evans
[16] Dec 8	Oral Presentations III Final Papers Due LAST DAY	No class (semester end)

(NOTE: You must do all of the graded work to pass the class)

Assignment Details*

1. Response Papers (4-5 pp)	75 points (25 pts x 3 papers)
2. Discussion questions & analysis	50 points
3. In-class Blue Book exam	60 points
4. Proposals (preliminary & polished)	50 points
5. Annotated Bibliography	50 points
6. First & second drafts	50 points
7. Comment on peer proposal	10 points
8. Comment on peer drafts	20 points
9. Final research paper (18-20 pp)	125 points
10. Attendance & participation	60 points
11. Three editorial meetings with professor	Credit/No Credit
TOTAL	550 POINTS

*Graduate students see additional requirements on a syllabus addendum.

WORK EXPECTATIONS

Much of the work for this class is done independently, and you need to be able to handle a great deal of free time. This class meets three hours/week; you should plan to do approximately nine study hours worth of work each week—not merely preparing a given homework, but also working ahead on the final paper/project. Budgeting your time in that fashion is necessary if you hope to complete a polished, well-researched piece. Final grades will reflect this expectation.

1 Response Papers (4-5 pp)

75 points (3 papers x 25 pts)

- Search books and scholarly journals for information relevant to your topic (ex. search "medicine," "health," "psychology," "business," "education," "engineering," "law," "history." etc. - from off campus, you must access library page through Remote Login.).
- On the first two papers, include references to two articles relevant to your interests. On papers three and four, engage at least 2 relevant theories from your reading and discuss how those ideas intersect with women's experiences, ideas, and perspectives. These two papers must include two books, two scholarly articles, a reference to one class lecture/discussion/worksheet, and one citations from each course text. Include a bibliography immediately after the paper conclusion (use proper citation style for your academic discipline--this will help you format your final paper). Refer to writing tips for guidelines.

2 Discussion questions & analysis

50 points (2 facilitations x 25 pts)

Students (about 2 per group) facilitate discussion of the assigned reading.

SIGN UP FOR TWO FACILITATION DAYS

Two times during the semester, each student will facilitate discussion of the assigned reading. Facilitation groups will lead a discussion about the main themes in the day's reading by presenting a series 4-5 questions (per person) for the class to consider.

- Do not provide an extensive summary (surely all students will have read and are prepared!). Rather, outline 3-4 main points in the chapter to add to the study guide and offer questions to explore chapter content.
- Turn in one copy of your questions and a 1 page analysis of the reading (both with page references) before class facilitation. Email your questions Dr. Evans by 12 noon the day before

your facilitation; these questions will be sent to the class list to help others prepare for the discussion. Dr. Evans will give contextual lectures before and after class discussion.

3 In-class Blue Book exam **60 points**

In 50 minutes, answer 3 short answer and 1 essay question.

- Bring a Blue Book (available at the UF bookstore); exams turned in on loose paper will incur a 5-point penalty.
- One 8x11 sheet of notes allowed for exam (open note); NO books will be allowed. Dictionaries permitted.
- Points awarded for content and structure, ability to present observations with appropriate citations, and use of scholarly evidence to support reasonable arguments. Five points deducted for severe illegibility.

4 Proposals (preliminary & polished) **50 points** (25 points each)

- Preliminary Proposal: 1-2 pages: First attempt at articulating final paper/project topic, including preliminary bibliography
- Polished Proposal: 4-8 pages: Proposal revised to reflect peer-editor and instructor comments and including developing bibliography

5 Annotated Bibliography **50 points**

- Annotated Bibliography: Minimum 7 books, 10 articles, with summaries and commentaries

6 First & second drafts **50 points** (25 points each)

- First draft minimum 5 pages (not including bibliography)
- Second draft minimum 10 pages (not including bibliography)

7 Comment on peer proposals **10 points**

Editing worksheets on Proposals: Comments on three group-members' preliminary proposals

8 Comment on peer drafts **20 points**

Editing worksheets on drafts: 3 Apr; 25 points each, total: 50—10%
Comments on two group-members' working drafts

9 Final research paper & Oral presentation **125 points** (10 pt presentation; 115 pt paper)

- Research Presentation: Ten-minute professional-quality presentation of research to date (10 pts)
- Final Paper/Project: 5000 words (18-20 pages) Full-length and complete, polished to *ready-for-publication* standard. Due at the beginning of the last day of class. Late papers will incur a 10% penalty. *Papers will not be accepted after 2:30pm on Monday, December 14th*. Turn in two hard copies; one to Dr. Evans, one with stamped/addressed envelope, to a professional person of your choosing in your field.
 - ✓ Women's Studies Research (Engage Buker and hooks) (5 points)
 - ✓ Four cited references from Politics of Women's Studies & 1 course resource (10 points)
 - ✓ Literature Review (15 points)
 - ✓ Two newspaper articles (one prior to 1980, one after 1980) and 1 dissertation (15 points)
 - ✓ Four cited references from scholarly journal articles (20 points)
 - ✓ Writing mechanics, paper structure, technical aspects (20 points)
 - ✓ Content: original scholarly contribution (20 points)
 - ✓ Formal abstract: 300-400 words; also list 5 keywords (10 points)

10 Attendance & participation 60 points

Sign in at every class session; attendance will be taken from the sign in sheet in order to eliminate attendance oversights. In case of disputed absences, the sign in sheet will be considered the verification of records. This grade also reflects a *consistent, informed, and thoughtful* contributions to class.

- Students should consult the attendance policy <http://www.registrar.ufl.edu/catalog/policies/regulationattendance.html> of the *University of Florida Catalogue*. In accordance with UF policy, students who are ill will be able to make up missed work without penalty. However, students must communicate via email Dr. Evans prior to or on the day of EACH medical absence to be allowed to make up work without late penalty. Though due consideration will be given to those with medical absences, no make up work will be accepted after Monday, December 14 at 2:30pm.
- Students are expected to take notes on the assigned readings and review notes before coming to class. *Be in class on time and to stay until class is finished*. This is a discussion-centered course, attendance and participation are very important parts of your grade. Absences count and excessive tardiness will be counted towards absences.
- Do not show up 10 minutes late to class and expect to be counted present. Be on time to sign immediately in if you wish to be counted. No retroactive sign in will be allowed.

11 Two editorial meetings with professor Credit/No Credit

Two editorial conferences: self-scheduled with instructor to discuss progress on project; the first by 24 September, the second before 5 November.

A Note on Rubric Grading and Editing Letters

The professor and your peers will respond to your writing using editing tools. These responses will replicate the kinds of comments that you can expect to receive in the workplace—from a supervisor assessing your annual performance report at work, a grants-officer evaluating your application for funding, a dissertation director commenting on your thesis, etc. Editing responses will discuss strengths and weaknesses, and make suggestions for improvement where necessary. You will be in a situation to receive this kind of feedback once you graduate, and your supervisors and colleagues will expect you—as I do—to respond appropriately and professionally. Good writing derives from close editing; if you do not want to improve your writing, this is not the class for you. If you do want to improve your writing, enjoy the attention!

IMPORTANT INFORMATION:

- **Please come and see me during office hours about ANY questions, comments, special needs or concerns regarding the course.** If my office hours conflict with your schedule, we can set up an appointment. Email or call at any time; allow 48 hours for my response. For special needs requests, I will be more than happy to work with any campus resource and accommodate needs for any student who brings a *campus-generated written request within the first two weeks of class* (Disability Resource Center: 392-8565).
- **Do ALL work in a professional manner.** All written assignments are to be typed, double-spaced using Times Roman 12 font in MS Word with the standard 250 WORDS PER PAGE. [Large fonts such as Arial, Century Schoolbook, Courier New, **boldfaced fonts**, or Bookman Old Style ARE NOT ACCEPTABLE.] Borders should be the standard (one-inch) and only MLA, APA, or Chicago styles should be used for all written work (use the style of your academic discipline). **Do not** take up extra space on papers by using name, date, course, assignment title as ways to extend the start line of the paper. Do not include a cover sheet. Put all information in the top *right hand corner*, single spaced. Assignment title or paper title may be centered. The professor and your peers will offer feedback on the final paper; take the comments graciously...they are meant to

improve your work. Take full advantage of the library and campus writing center resources...your grade (and your professional future) depends on it.

- **All students are expected to know and adhere to the University's guidelines for Academic Honesty** (see <http://www.dso.ufl.edu/judicial/academic.htm> for details). I do not tolerate students submitting a collection of ideas without citation--plagiarism whether intended or not. If I have any reason to believe that any student has taken part in "cheating, plagiarism, misrepresentation, bribery, conspiracy, or fabrication," the minimum penalty is a "0" for the assignment and I will complete a faculty adjudication form to submit to the Dean of Students Office. I have had the unfortunate experience of having to turn students in for academic dishonesty; though it is a time-consuming and unenjoyable process, I will not hesitate to report students in accordance with UF policies.
- **Late work is accepted.** For regular course assignments, a 10% penalty will be applied to all late work. The final paper penalty is one letter grade reduction per day. Work will be considered late after *the beginning* of class on the due date.
- **This syllabus represents an outline of the course.** Details of the course may change; however, students will be notified in advance if there are any changes made.

Reminders:

- ✓ Activate your Gator ID, library card, and UF email accounts immediately. Important notices are sent via email to the class listserv so make sure your ufl email account is functional.
- ✓ Read all assignments BEFORE class.
- ✓ Bring notes and questions everyday. Come to class ready to discuss detailed aspects of the reading; the class will not be time for basic summaries or uninformed rants.
- ✓ TURN OFF ALL CELL PHONES, PAGERS, & BEEPRS BEFORE CLASS!
- ✓ DO NOT BRING FOOD OR EAT IN CLASS...manage time to do so before or after.

UF GRADE SCALE (*updated Fall 2009*)

UF grade scale:

95-100% = A
90-94= A-
87-89= B+
84-86= B
80-83= B-
77-79= C+
74-76= C
70-73=C-
67-69= D+
64-66= D
60-63= D-
Less than 60= E

GRADING RUBRIC & WRITING TIPS

<http://www.professorevans.com/The%20Basics%20of%20Writing.asp>

- Women's/Gender Studies Library Specialist: Colleen Seale: 273-2615
cwseale@uflib.ufl.edu

- Reading & Writing Center <http://at.ufl.edu/rwcenter/index.html>