

Capstone Seminar - Women's Studies

WST 4935 Section 1883
WST 6935 Section 2323
Spring 2009

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Class Location: Ustler Hall 108
Meeting Times: Mon., Wed., Fri. 12:50-1:40 pm
Period 6

Office Location: 304 Ustler Hall
Office Hours: Wednesdays 9:00 am - 10:00 am
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 the differences between discipline-based and interdisciplinary scholarship.
3. acquire and use advanced library research 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.

REQUIRED READING

Books

If you would like to support local--and feminist--booksellers, buy books at:

Wild Iris Books 802 W University Ave. 352-375-7477

1. Booth, *The Craft of Research*, 2nd 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

	Monday	Wednesday	Friday
Week 1: Jan 7-9 Introduction		Introductions & syllabus; Class objectives & expectations <u>Video</u> : bell hooks, Cultural Criticism, pt. 1	Buker, “ Is Women’s Studies a Disciplinary or an Interdisciplinary Field of Inquiry? ”; and hooks, “ Toward a Revolutionary Feminist Pedagogy ” “What, So What, Now What?”
Week 2: Jan 12-16 Beginnings	Response paper #1: Expectations & Goals <u>Founding WST I</u> Intro & 1-28 Naming the Problem	<u>Founding WST</u> 29-54 Naming Continued	<u>Research</u> 1-29 Researchers & Readers
Week 3: Jan 19-23 Questions & Sources	MLK Day - No Class	<u>Research</u> 34-66 Questions & Answers	<u>Research</u> 68-101 Problems & Sources
Week 4: Jan 26-30 Role Modeling	<u>Founding WST II</u> 57-118 Overcoming Barriers	Priyanka Raut - Career Resource Center	<i>No Class</i> , Independent work: Six role models & three possible topics [North Carolina A & T]
Week 5: Feb 2-6 Examples & Arguments	Response paper #2: Six role models & three possible topics Meet in Library	<i>NWSA Journal</i> : 3 articles: (Gonick, Patton, & Zaytoun)	<u>Research</u> 108-27 Arguments & Claims

6: Feb 9-13 Evidence & Strategies	Preliminary Proposals Due <u>Founding WST III</u> 119-54 Inventing Successful Strategies	<u>Founding WST</u> 155-82 Inventing Cont.	<u>Research</u> 130-51 Evidence & Acknowledgements
7: Feb 16-20 Critical Reading	Response paper #3: Research [Booth] summary paper In-class workshop	<i>NWSA</i> : 3 articles (Kampwirth, Sekhon, & Alston) and 2 book reviews (Hamington & Ropers-Huilman)	<u>Research</u> 152-170 Critical Reading
8: Feb 23-27 Sources & Lab Work	<u>Founding WST IV</u> 183-203 Providing Feminist Scholarship	<u>Founding WST</u> 204-28 Providing Cont.	Sources Due Writing Center Tutor Proofreading workshop
9: March 2-6 Drafting & More Examples	<u>Research</u> 171-200 Planning & Drafting	Critics Choice: 1 article each from <i>Frontiers</i> , <i>Signs</i> , <i>International Journal of Women's Studies</i>	In-class Blue Book exam
10: March 9-13	No class - Spring Break		
11: March 16-20 Program Building	Response paper #4: Founding WST Summary paper <u>Founding WST V</u> 229-90 Building WST Programs	<u>Founding WST</u> 291-326 Building Cont.	<i>No class</i> , Indy work: First Draft Preparation/writing day [National Council of Black Studies]

12: March 23-27 Revising	First Draft Due In-class peer edit I	Research 203-31 Revising	Research 232-76 Introductions & Conclusions
13: March 30-Apr 3 Even More Examples & Return to Criticism	<i>NWSA</i> : 2 articles (Ferguson and King & Kennelly) and 4 book reviews (Sayers, Jankowiak, Weiler, & Press)	<i>NWSA</i> : 1 article (Crawford) and 5 book reviews (Crowley, Frederick, Graham, Broadbent, Jo Bona)	<u>Video</u> : bell hooks, Cultural Criticism, pt. 2
14: Apr 6-10 Looking & Seeing Grad Presentations	<u>Founding WST VI</u> 327-44 Looking Back	<u>Founding WST</u> 345-64 Looking Cont.	Graduate Student Presentations
15: Apr 13-17 Orals	Oral Presentation I	Second Draft Due Oral Presentation II	In-class peer edits II [Vassar]
16: Apr 20-22 Orals	Oral Presentations III	Final Papers Due Oral Presentations IV LAST DAY	

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

Assignment Details*

1 Response Papers (4-5 pp)	80 points (20 pts x 4 papers)
2 Discussion questions	20 points
3 In-class Blue Book exam	60 points
4 Proposals (preliminary & polished)	40 points
5 Annotated Bibliography	50 points
6 First & second drafts	50 points
7 Comment on peer proposal	30 points
8 Comment on peer drafts	40 points
9 Final research paper (18-20 pp)	90 points
10 Attendance & participation	40 points
11 Three editorial meetings with professor	Credit/No Credit
TOTAL	500 POINTS

*Graduate students see additional requirements on last page of syllabus

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)

80 points (4 papers x 20 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

20 points (2 facilitations x 10 pts)

Students (2 per group) facilitate discussion of the assigned reading. SIGN UP FOR TWO FACILITATION DAYS

- Each student identifies 3 main concepts, leads the discussion, and presents 5 questions for the class to consider.
- *Do not* provide an extensive summary (surely all students will have read and are prepared!). Rather, outline main points in the chapter to add to the study guide and offer questions to explore chapter content.
- Type up one copy of questions (with page references) and turn them in before facilitation. Dr. Evans will give contextual mini-lectures during 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)

40 points (20 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 **30 points** (3 comments x 10 pts)

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

8 Comment on peer drafts **40 points** (2 comments x 20 pts)

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 **90 points** (10 pt presentation; 80 pt paper)

- Research Presentation: Ten-minute professional-quality presentation of research to date (10 pts)
- Final Paper/Project: 5000 words (180-20 pages) Full-length and complete, polished to *ready-for-publication* standard
 - ✓ Women's Studies Research (Cite 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 (10 points)
 - ✓ Four cited references from scholarly journal articles (20 points)
 - ✓ Writing mechanics, paper structure, technical aspects (15 points)
 - ✓ Content: original scholarly contribution (15 points)

10 Attendance & participation **40 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.

- Those who miss more than three classes due to medical illness might consider dropping the course in accordance with the UF illness guidelines. Students should consult the attendance policy <http://www.registrar.ufl.edu/catalog/policies/regulationattendance.html> of the *University of Florida Catalogue*. 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.*
- On the fifth missed class, (regardless of reasons), there will be a ten- point penalty to your final grade. 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 into a 50 minute class and expect to be counted present. Be on time to sign in if you wish to be counted.

11 Two editorial meetings with professor Credit/No Credit

Two editorial conferences: self-scheduled with instructor to discuss progress on project; the 1st by 30 January, the 2nd before 3 April.

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:

- **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.
- **DO NOT email assignments** they will not be acknowledged...only hard copies count. Staple all papers or suffer **1 point penalty!** Technical difficulties happen often: back up your work frequently and make sure to complete assignments in plenty of time to print without interfering with class attendance or assignment deadlines.
- **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.
- **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).

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.

*** Graduate students have the following additional requirements:**

- Response papers will be 6-8 pages
- Preliminary proposal 3-4 pages and polished 5 pages
- Annotated bibliography 10 books, 12 articles, and 3 dissertations
- First draft 8 pages; second draft 12 pages
- Final papers will be 27-30 pages
- Final presentations will be 20 minutes
- Three facilitation discussions
- One additional editorial meeting before the end of the semester

UF GRADE SCALE (updated Spring 2009)

90-100% = A 86-89= B+ 80-85= B 76-79= C+ 70-75= C	66-69= D+ 60-65= D Less than 60= E *Percentage = your points ÷ 600
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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>

This syllabus was designed from the framework of a UF WST Capstone course taught by Dr. Trysh Travis.