

TEXAS WOMAN'S UNIVERSITY
DEPARTMENT OF WOMEN'S STUDIES
COLLEGE OF ARTS AND SCIENCES
"Educating Global Citizens"

WS 5023-01:
Foundations for Scholarly Inquiry in Women's Studies

Fall 2009, Wednesdays 2:30-5:20 p.m.
Human Development Building, Room 105

Women's studies' vitality as a field comes from its ability to encompass contradiction.
–Elizabeth Lapovsky Kennedy and Agatha Beins

Women's Studies requires an atmosphere in which inquiry and analysis can occur even when they are difficult for the learner or researcher, and even if they challenge conclusions drawn on the basis of a particular person's or group's observations and experiences. –Sally L. Kitch

I have seen the future of Women's Studies and it is us. –Layli Phillips

Instructor: Claire L. Sahlin, Ph.D., Chair and Associate Professor of Women's Studies

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Office Hours: Mondays, 9:30-11:30 a.m.; Tuesdays, 2:00-3:30 p.m.; and Thursdays 10:00-11:30 a.m. It's generally best to make an appointment to see me during office hours or at another time. I'm happy to meet with you, and I'll generally return voicemail messages and email messages within 24 hours.

Graduate Assistant: Nona McCaleb

Email: NMccaleb@twu.edu

Office: Human Development Building 307

Phone: (940) 898-2119

Office Hours: Thursdays, 10:00 a.m.-12:00 noon.

Nona is available to assist you with writing and reading assignments. You're welcome to make appointments to meet with her outside of class.

Course Description

This course introduces graduate students to women's studies as an academic field of study, while developing advanced academic skills that are essential for success in graduate school and for a professional career. Throughout the semester we'll examine 1) the historical origins of the field of women's studies, 2) major trends and developments of this field, and 3) challenges to women's studies developed by practitioners and opponents. At the same time we will seek to imagine future possibilities and new directions for this rapidly-growing and vibrant field of study. Topics for our close consideration include the issue of defining the subject matter and focus of women's studies, critiques and contributions by women of color, relationships between the academic field of women's studies and feminist/womanist activism, the institutionalization of women's studies within the academy, and the challenges of inter- and transdisciplinarity.

Strong emphasis will be placed on the development of your academic skills through required research assignments, writing assignments, and oral presentations. The semester will culminate in the completion of an annotated bibliography and analysis of existing scholarship concerning a specific research topic of interest to you. At the same time, you will become further acquainted

with women's studies faculty and resources at TWU and will develop an individualized plan for academic and professional development.

I sincerely hope that this course will stimulate you to ask new questions about the meaning and purpose of your graduate education while challenging you to new heights of scholarship. This course is designed for first-year master's students in women's studies and counts toward the M.A. and Graduate Certificate in women's studies. Master's and doctoral students from other departments are also very welcome in this course, if they would like to become more acquainted with women's studies as an academic field and further develop their graduate-level academic skills.

Course Goals and Student Learning Outcomes

This course is designed to enable you to do the following:

- ❖ deepen your understanding of the field of women's studies through an examination of its origins, historical developments, internal debates, and future directions,
- ❖ develop your own vision for the future of women's studies,
- ❖ clarify your personal goals for engaging in this field of study,
- ❖ further your understanding of how to develop a significant research problem and identify important scholarship related to the problem,
- ❖ enhance your ability to write an effective "imaginative argument,"
- ❖ enhance your analytical and oral communication skills,
- ❖ learn how to cite and document your sources properly using MLA style, and
- ❖ become further acquainted with TWU resources related to women's studies.

I look forward to working with you this semester in pursuit of these and other goals you may have for this course.

Textbooks

Texts related to the field of Women's Studies

- Fernandes, Leela. *Transforming Feminist Practice: Non-Violence, Social Justice, and the Possibilities of a Spiritualized Feminism*. San Francisco: Aunt Lute Books, 2003. Print.
- Howe, Florence, ed. *The Politics of Women's Studies: Testimony from Thirty Founding Mothers*. New York: Feminist, 2000. Print.
- Hull, Gloria T., Patricia Bell Scott, and Barbara Smith, eds. *All the Women Are White, All the Blacks are Men, But Some of Us Are Brave: Black Women's Studies*. New York: Feminist, 1982. Print.
- Kennedy, Elizabeth Lapovsky, and Agatha Beins, eds. *Women's Studies for the Future: Foundations, Interrogations, Politics*. New Brunswick: Rutgers UP, 2005. Print.
- Scott, Joan Wallach, ed. *Women's Studies on the Edge*. Durham, NC: Duke UP, 2008. Print.

Recommended

- Boxer, Marilyn Jacoby. *When Women Ask the Questions: Creating Women's Studies in America*. Baltimore: Johns Hopkins UP, 1998. Print.

Texts about the process of research and academic writing

- Cioffi, Frank L. *The Imaginative Argument: A Practical Manifesto for Writers*. Princeton: Princeton UP, 2005. Print.
- Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. 7th ed. New York: MLA, 2009 [You will need to obtain this edition of this book]. Print.
- Graff, Gerald, and Cathy Birkenstein. *"They Say/I Say": The Moves That Matter in Academic Writing*. New York: Norton, 2006. Print.

Recommended

Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. The Craft of Research. 3rd ed. Chicago: U of Chicago P, 2008. Print.

The textbooks will be supplemented with extra readings in the form of handouts, documents posted in Blackboard, and/or articles in library databases.

Since this class involves reading, analyzing, discussing, and applying the required readings, it is expected that you will obtain the required texts. They are available in the TWU Bookstore. You can also order them online from the TWU Bookstore and elsewhere (e.g., bigwords.com, half.com, <http://www.powells.com>, barnesandnoble.com, amazon.com). Make sure to purchase the correct (most recent) editions.

Class Format and Expectations

It is my hope that we'll learn together this semester through active participation and interaction. Seminar meetings will generally center on large and small group discussions of assigned readings, stimulated by your questions and close analyses of the texts. Class sessions will also be spent discussing your research, engaging with guests, and completing library and citation style workshops. At times I'll present information to provide you with background information and additional perspectives. More often, however, my role will be to foster and guide productive class discussions.

In order for the course to function productively, it is important for you to read closely and reflect critically on the assigned materials before coming to class. You are not expected to agree with everything you are assigned to read, but you are expected to read the assigned materials open-mindedly and analytically.

I believe that our class meetings will be enriched by the variety of perspectives that each of us brings to the class. Each participant is expected to consider the ideas of others with friendliness and respect. This includes listening to each other carefully with a spirit of generosity as well as raising thoughtful questions and offering additional perspectives. Each of us must strive to cultivate a spirit of genuine openness toward others in the class as well as the ideas presented in course materials. Although we will not always agree with each other, we must be committed to creating a supportive learning community. If you tend to speak a lot in class, please make an effort to think about what you want to say before you speak and not to monopolize discussions. If you tend to be quiet in class, you should make an effort to participate in each class discussion at least once every class period. I also recommend that you meet outside of class in your assigned study groups, if possible, to discuss readings and writing assignments.

Please come to class regularly and on time (2:30 p.m.), and plan to stay for the entire class period (until 5:20 p.m.). Before class begins, turn off your cell phone and put away materials unrelated to our class. Refrain from engaging in behaviors that are distracting or impolite to others. These behaviors include inattentiveness, leaving class in the middle of a discussion, doodling, completing assignments for other courses, talking on your cell phone, receiving calls, text-messaging, engaging in private conversations, and disclosing sensitive information about others.

I welcome you to this course, look forward to learning with you, and sincerely hope that this course will offer a rewarding educational experience for you.

Course Requirements

Grades will be awarded on a point system. Points will be entered into an online grade book, which you can consult in Blackboard. 1,000 points are possible throughout the semester.

1. Attendance and Participation (150 total points)

Attendance: All class sessions are required. If you must miss class, please notify me ahead of time, if possible, by email. You're responsible for finding out from another member of the class what you missed. Points may be subtracted for arriving late and/or leaving early.

According to TWU policy, absences from class will be excused in only these cases: 1) illness certified by a physician, 2) serious illness or death in student's immediate family, 3) absence from the campus with the sanction of the University or for a religious holiday. In the event that you must miss class due to an excused absence, you should request an absence memo from the Office of Student Life (940/898-3615) to be sent to your course instructors. Please do not bring your documentation of personal illnesses or emergencies to me. You will be responsible for providing the Office of Student Life (Student Center, 2nd floor) with the proper verification for your absence.

More than two unexcused absences will lower your final grade for the course automatically by one letter grade. All absences, even those that are excused, will impact the number of points you receive for attendance and participation.

Participation: Thoughtful interaction with course materials and other students are significant components of this course. You will be evaluated not according to the quantity of your classroom participation, but according to its quality. Bring your assigned readings, notes, and questions for discussion to class with you. If articles are made available to you through Blackboard, you should print them and bring them to class.

Up to 10 points will be awarded for attendance and participation in each class meeting. Points for attendance and participation will be awarded at the end of the semester.

2. Discussion Board Postings in Blackboard (100 points)

Prior to our weekly class sessions, you are expected to post a brief question or comment for discussion on the designated Discussion Board in Blackboard, based on one of the reading assignments for that particular week. (See below for more information about Blackboard.) Each of your postings should be approximately 125 to 175 words in length and should refer to a specific passage in an assigned article or chapter. Refer to the specific passages by page numbers, and place quotation marks around any quotations you use. Your posting may draw upon your Reading Interaction Papers (see below). Your postings are due each week **no later than 9:00 a.m. on Wednesdays**. We will not always get to every question or comment, but as our time during class allows, we will refer to and discuss your postings. You are also encouraged to respond in Blackboard to postings by other members of the class, but this is optional. The purpose of the weekly postings is to stimulate our thought and discussion.

Up to 10 points will be awarded for postings for 10 different Wednesdays. **No postings will be expected or will count for September 2, November 11, November 25, and December 2.** You may skip two other weeks during the semester without losing points. Late postings will not be awarded full points. Points will be awarded to postings based on how clearly they are written (including correct grammar, spelling, punctuation, etc.) and the extent to which they show insight into one passage in a required text for that week. Your postings should aim to stimulate our thought and discussion.

3. Women's Studies Reading Interaction Papers (200 total points; 50 points each)

Throughout the semester, you're required to write a total of four reading interaction papers that reflect on the required readings about the field of women's studies. These papers will provide you with opportunities to evaluate the meaning and significance of ideas presented in the readings, while further developing your analytical and academic writing skills.

Each reading interaction paper (RIP) should be approximately 600-900 words in length, excluding your list of works cited. The RIPs should be typed and double-spaced in 11- or 12-point font (Times New Roman or Arial preferred). Each RIP is due at the beginning of the class period for which the required reading was assigned, and you may turn in only one RIP per week. No late RIP's will be accepted, unless in the case of legitimate, documented emergencies.

A reading interaction paper may be turned in during each class period with the exception of September 2, November 11, November 25, December 2, and December 16. You have ten opportunities during the semester to submit an RIP, and you are encouraged to turn in more than four RIPs during the semester. Your highest four grades will count toward your final grade for the class, and the lower grades will be dropped.

Each RIP will be awarded up to 50 points. Your RIPs will be evaluated according to their depth of interaction with the passages you select as well as according to the clarity of their communication. Spelling, punctuation, grammar, MLA style formatting, and other similar mechanical matters will also be taken into consideration.

Each RIP should focus on one passage (usually a paragraph or two, or sometimes just one sentence) from one article or chapter assigned for the class session in which you are turning in your paper. You should not try to respond to all of the assigned readings for that particular week or even to everything in an entire article or chapter.

At the beginning of your RIP, you should quote the passage you'll be discussing in its entirety. (The quotation is not counted in the word count for your paper.) Your RIP should explain in your own words what you think the author means in the passage and explain your own responses to the passage. Your RIP should contain a thesis statement (a sentence that sums up your main point about the passage) that is well-supported throughout the entire paper. Please underline your thesis statement so that I can readily identify it. At the end of your RIP, you should present a question raised for you by the passage you address.

In each RIP you should do the following:

- a) Describe the context in which the passage appears. In other words, explain how the passage relates to the chapter, article, or book as a whole. Does the passage sum up or clarify the author's overall argument? Does it seem to contradict or undermine the author's overall argument? Does the passage set forth the author's assumptions that undergird her or his argument? Is the passage a significant or minor part of the chapter, article, or book? Your discussion of the context for the passage you select may form the introduction to your RIP.
- b) Summarize in your own words what you believe the author meant in the passage.
- c) Explain your response to the passage. Was it thought-provoking or insightful to you? Did it help clarify your understanding of an important idea? Was it a particularly strong or weak argument? Was it unclear, troubling, or objectionable to you? Why? Your

discussion of your reasoned response to the passage is likely to be the main point of your RIP, which should be expressed in your thesis statement.

d) Interact closely with the text. Support points that you make with references to and brief quotations from the text. Read and strive to follow the writing advice in Graff and Birkenstein's *They Say/I Say* and Cioffi's *The Imaginative Argument*.

e) List one question raised for you by the passage addressed by your RIP. This question could ask for clarification about the use of a key term or concept, ask about the implications of an author's assertions, ask how the passage may relate to another assigned text in the class, etc. This question may be the same as your Blackboard posting for the week.

Include a list of works cited, formatted properly according to MLA style, on a separate page at the end of each RIP. You're expected to follow the guidelines for citing your sources in the *MLA Handbook*.

Identify the page numbers to which you refer by placing the page number within parentheses at the end of the relevant sentence or quotation. Please study the following examples:

a) A sentence that refers to a particular section of a chapter without quoting it:

In her chapter "What Does Queer Studies Offer Women's Studies?" Nan Alamilla Boyd introduces her topic by reflecting on her experience of teaching a Women's and Gender Studies course on Queer Studies (97-8).

b) A quotation from a chapter:

Julia Balén, a professor at California State University-Channel Island, maintains that "feminist scholars exist in a paradox. For those who inhabit this position, negotiating the paradoxes can be something of an art form. . . . While thinking paradox might feel enlightening, living paradox often produces discomfort" (272).

c) Another quotation from an essay:

I was especially inspired by the words of Gloria T. Hull and Barbara Smith, who assert in their essay "Introduction: The Politics of Black Women's Studies" that "to do the work involved in creating Black women's studies requires not only intellectual intensity, but the deepest courage" (xxv).

You should follow the guidance provided in the course's texts on writing, and you are welcome to seek assistance from the TWU Write Site, Nona McCaleb, or myself.

4. Annotated Bibliography Project: Bibliography, Reflective Essay, and Presentation (300 total points)

During the semester, you will produce an annotated bibliography on a carefully-defined topic of interest to you and reflect on your research findings in an essay of approximately 2100 words (7 pages), excluding your list of works cited. Your topic should be related in some way to women's studies (broadly defined).

Your annotated bibliography will consist of a list of at least 15 scholarly sources (including both books and scholarly journal articles) on your topic, together with one, well-written paragraph for each source. Each paragraph should summarize the key points and assess the value of each source.

Your essay reflecting on the annotated bibliography should answer the following questions:

- What was your research topic, and why do you consider it to be important and worthy of scholarly attention?
- What are the most significant five to seven works of scholarship that have been published on your topic? Why do you consider them to be the most significant? Were they particularly ground-breaking, influential, controversial, thought-provoking and/or cutting-edge? What did these works argue and what methods of scholarship did they employ? How do you assess their contributions, strengths, and/or weaknesses?
- What questions in scholarship on your topic remain unanswered?
- What directions do you think that future scholarship on your topic should take? How, if at all, would you like to contribute to scholarship on your topic?

You should closely follow the suggestions for writing your essay in both *They Say, I Say* and *The Imaginative Argument*. You're expected to follow the guidelines for citing your sources in the *MLA Handbook* (7th edition).

You will also make an 8-10 minute presentation based on your annotated bibliography project. Your presentation should explain the significance of your topic, describe and assess the most significant works of scholarship on your topic, and suggest ideas for future research. You should plan to complement your oral presentation with PowerPoint slides, which you should project during your presentation and photocopy for each member of the class. More information about effective oral presentations will be distributed to the class.

Your annotated bibliography project will be assessed according to 1) how carefully you have defined your research topic, 2) the depth of your research and the command of the scholarship that your work displays, 3) the strength of the paragraphs that you write for each source, 4) the strength of the essay that reflects on the scholarship that you have found, including correct grammar, spelling, and punctuation, 5) your correct use of MLA documentation style, 6) the effectiveness of your class presentation, and 7) how well you met the announced deadlines for each stage of the project.

Research your topic with enough time in advance to order books and/or journal articles through Interlibrary Loan (http://www.twu.edu/library/services/ill_services.htm).

The deadlines for each stage of this project are as follows:

- September 16: submit one paragraph stating your intended topic
- September 30: submit a list of at least 8 sources you intend to locate, read, and annotate (must conform to MLA style)
- October 7: submit a list of at least 7 additional sources you intend to locate, read and annotate (must conform to MLA style)
- October 14: submit an annotated bibliography for at least five of your sources
- October 28: submit an annotated bibliography for at least five additional sources
- November 4: submit an annotated bibliography for your remaining five sources
- November 11: complete a draft of your reflective essay and bring it to class with you
- December 2: complete annotated bibliography and reflective essay
- December 2: class presentation

Additional guidelines as well as sample annotated bibliographies will be distributed in class. We will also spend extensive time in class working through various steps of this assignment.

5. Women's Studies Final Essay* (200 total points), Due: December 16

During the semester, you'll write an essay (approximately 5-7 pages, 1750 words maximum, excluding your list of works cited) that reflects on the primary insights you gained in this course about the field of Women's Studies. Your essay might include discussion of your understanding of the subject matter of the Women's Studies, the purpose of the field, methods of inquiry in the field, contradictions within Women's Studies, and/or fruitful directions for the future of Women's Studies. Your essay will be evaluated according to the clarity of its expression, depth of reflection, and interaction with significant ideas and writings explored during the semester. Your essay should interact closely with the ideas of at least four different authors or theorists that we read in this course.

As you write the final essay, I recommend that you review your class notes, reading notes, books, articles, and especially your reading interaction papers. Identify key concepts and ideas that were especially thought-provoking to you. Then, reflect on how you may have altered your perspectives throughout the course of the semester, and construct a thesis that encompasses the ideas you wish to discuss in your paper.

Your thesis may be something like the following:

“Before taking this course that introduces the historical origins and development of the field of Women's Studies, I assumed X; now after reflecting on A, B, and C, I have come to realize Y and Z.” OR

“Although this course prompted me to reflect on A, B, and C, my views on these issues have largely remained the same because _____.” OR

“Through my reading and discussion of A, B, C, and D this semester, I now believe E.”
Everything in your essay should function to support your thesis.

Write what you *honestly* feel you have learned (or not learned). I will not evaluate your essay according to whether or not you express the ideas that you think I'd like to hear. Rather, I will evaluate your essay according to its form (grammar, punctuation, spelling, and mechanics of following the MLA citation style), how deeply it engages with assigned course materials, and how effectively it supports the thesis you choose to make. As you write, I recommend that you closely follow the suggestions for writing in both *They Say, I Say* and *The Imaginative Argument*. You're expected to follow the guidelines for citing your sources in the *MLA Handbook* (7th edition).

Your essay will form the basis of our discussion during our last class session of the semester.

6. Personal Goals Statement (50 points), Due: December 16

During the course of the semester as you read, write, and do research for this class and other courses, I would like you to keep a personal journal of your thoughts and reflections concerning your goals as a graduate student. You should write a brief entry in your journal on a weekly basis. Reflect on questions like the following: Why are you pursuing the M.A. in Women's Studies or

* I wish to thank Dr. AnaLouise Keating for allowing me to adapt this final essay assignment from her Transgressive Identities course.

your degree in another field? What do you hope to accomplish during your enrollment in the academic program? What are your aspirations for the future, and how does your graduate degree relate to them? How have your goals changed, become enlarged, and/or been reinforced throughout the semester? How do you assess your strengths and shortcomings related to achieving those goals? How do you feel that the Women’s Studies Department and the University can best assist you in achieving your goals? What do you need to accomplish, what skills do you need to develop, and/or what do you need to find out more about in order to fulfill your goals?

Although you are not required to submit your journal to me or show it to other members of the class, you are required to write a statement of 500-750 words (2-3 pages) describing your personal short-term and long-term goals as they relate to your work as a graduate student. Your statement should draw upon your journal entries. You are not required to refer to specific class readings in this statement, although you may if you’d like. Your essay will be evaluated according to its thoughtfulness and clarity. Write what you *honestly* wish to accomplish as a graduate student and with your graduate degree. I will not evaluate your essay according to whether or not you express the ideas that you think I’d like to hear.

If you wish to reflect on your personal goals in another format (e.g., a work of art, a map of your life, a musical composition, poem, etc.), you are encouraged to do so. If you elect this option, please talk with Nona McCaleb or me. In addition to turning in what you produce, you should also reflect on it in 1-2 pages.

Your personal goals statement (or other creative product) will form the basis of our discussion during our last class session.

Course Grades

Points will be awarded as follows:

Assignment	Point Value
1. Attendance and Participation	150 points (10 points per class)
2. Discussion Board Postings	100 points (10 points for 10 postings)
3. Four Reading Interaction Papers	200 points (40 points each)
4. Annotated Bibliography Project	300 points
4. Women’s Studies Final Essay	200 points
5. Personal Goals Statement	50 points
Total	1,000 possible points

Final course grades will be assigned as follows:

Course Grade	Points
A	900-1000 points
B	800-899 points
C	700-799 points
D	600-699 points
F	Below 600

Blackboard

Each of you should be enrolled already in the Blackboard (Bb) site for this class, as long as you have a TWU Pioneer Portal account. Blackboard is the university's software program for course support and distance learning. Blackboard provides private Web space for members of our course. No one else has access to the "space" except for those who are registered for the class. The space that is set aside for our course includes space to post documents, a bulletin board to post comments, a place to post grades, a section for links to outside resources, and other similar features.

I recommend that you check the Blackboard site regularly (at least 2-3 times per week), since I'll use Blackboard for announcements, reminders, and/or unexpected changes in the schedule. Course documents, including additional assigned articles, will be made available to you on our Bb site. You should print those articles and bring them with you to class on the dates when they are assigned. You are welcome to print materials in the library and in the TWU computer labs.

As mentioned above, brief postings to the Discussion Board are required by Wednesdays at 9:00 a.m. on a weekly basis. Although you are not required to do so, you are welcome and encouraged to make additional postings. You might use the Discussion Board to respond to others' postings, share ideas and resources related to the course, and/or seek extra assistance from other class members and me. You are also welcome to use Bb to send email messages to the entire class or to individuals.

To access the Bb system, you will need a user ID and password. Your user ID and password will be the same as your Pioneer Portal user ID and password. For more information about Blackboard, see the Distance Education: Getting Started Guide: <http://www.twu.edu/de/getting-started-guide.asp>. You can log into Blackboard from the TWU homepage (<http://www.twu.edu>) or at <http://online.twu.edu>.

For technical assistance, contact the TWU Helpdesk at 940-898-3971 or helpdesk@twu.edu. You can also go to the Mega Lab on the 2nd floor of the MCL building.

Make sure that the email address listed for you in Blackboard is the email address that you use and check regularly. You are responsible for checking and reading emails sent to you through Blackboard and to your Pioneer Portal (TWU) email account. You can change your email address in Blackboard under Personal Information, Edit Personal Information. It's also possible to forward your Pioneer Portal email account to another email address. Follow the instructions under "My Settings" after logging in to Pioneer Portal. In any case, **you are responsible for reading messages sent to your TWU Pioneer Portal email account.**

Before making postings to the Discussion Board, please read and follow the guidelines about "netiquette" (rules of online communication) found here: <http://www.twu.edu/de/getting-started-guide.asp>.

Academic Dishonesty

Honesty in completing assignments is essential to the mission of the university and to the development of the personal integrity of the student. Cheating, plagiarism, or other kinds of academic dishonesty will not be tolerated and will result in appropriate sanctions that may include failing an assignment, failing the class, or being suspended or expelled. Suspected cases in this course may be reported to Student Life. The specific disciplinary process for academic dishonesty is found in the TWU Student Handbook. Tools to help you avoid plagiarism are available through the TWU Libraries at <http://www.twu.edu/library/tutorial/plagiarism/player.html>.

In an effort to ensure the integrity of the academic process, Texas Woman's University vigorously affirms the importance of academic honesty as defined by the Student Handbook. Therefore, in an effort to detect and prevent plagiarism, faculty members at Texas Woman's University may now use a tool called Turnitin to compare a student's work with multiple sources. It then reports a percentage of similarity and provides links to those specific sources. The tool itself does not determine whether or not a paper has been plagiarized. Instead, the individual faculty member must make that judgment. Some of the required assignments in this course may be checked for plagiarism using Turnitin.com.

Plagiarism, which is a form of both stealing and lying, is a serious offense and includes presenting words or ideas from other sources as your own. For all writing assignments, be careful to properly document quotations and ideas from other sources. You must always use quotation marks around words that are not your own and properly acknowledge your sources according to a recognized style manual. Even when you are summarizing someone else's ideas in your own words, you must acknowledge your source through proper methods of citation. Make sure to follow the guidelines for citing sources in the *MLA Handbook* carefully.

Although it may be useful to build on or extend work you have done in other contexts or courses, you may not turn in work produced for another course or previously written for another purpose without discussing this with me first and gaining prior permission. If you are not sure what constitutes plagiarism, please contact me, and I'd be happy to work with you. For more information, please also carefully read and refer to the *MLA Handbook*, pp. 51-61. See also Booth's *The Craft of Research*, pp. 201-4.

TWU Attendance Policy

Consistent and attentive attendance is vital to academic success and is expected of all students. Grades are determined by academic performance, and instructors may give students written notice that attendance related to specific classroom activities is required and will constitute a specific percentage of students' grades.

Instructors are strongly encouraged to keep a record of student attendance. Students must consult with instructors regarding the completion of make-up work. Absences do not exempt students from academic requirements. Excessive absences, even if documented, may result in a student failing the course. An incomplete may be granted if the student has a passing grade, but only if the instructor determines that it is feasible for the student to successfully complete remaining assignments after the semester. Pursuant to university policy, such determinations are within the discretion of the instructor.

Policy on Deadlines

In the interest of fairness toward students who meet deadlines, announced due dates are firm. Late RIPs will not be accepted. Grades will be lowered for other assignments that are submitted late. I will consider exceptions on a case-by-case basis for students who contact me prior to the announced deadlines with significant, unpreventable and extenuating circumstances.

Other Policies

1) If you miss class, you are responsible for finding out about announcements, changes in the schedule, handouts, and assignments that you miss during your absence. Please contact another student in the class prior to contacting me for this information.

- 2) Your papers should be formatted according to the MLA style. Read the *MLA Handbook* pp. 116-22, 130-31, for directions on formatting your papers and for an example of how the first page of your paper and the first page of your list of works cited should be formatted.
- 3) Written assignments should be typed, double-spaced with 1" margins and 11 or 12-point font (New Times Roman or Arial preferred). Indent each paragraph ½", and do not add extra spaces between paragraphs. Number each page of your writing assignment according to the *MLA Handbook*.
- 4) Eliminate typographical, spelling, and grammatical errors before turning in your papers or posting comments on Blackboard. You are expected to follow the guidelines for the mechanics of writing found in the [MLA Handbook](#), pp. 63-113.
- 5) Do not use decorative pictures in your paper unless your paper analyzes and discusses the pictures. Do not place your papers in plastic covers. Staple the pages together before coming to class.
- 6) Please seek prior approval before sending written assignments to me via email or fax.

Disability Support Policy Statement

If you anticipate the need for reasonable accommodations to meet the requirements of this course, you must register with the office of Disability Support Services (CFO 106, 940/898-3835, dss@twu.edu) in order to obtain the required official notification of your accommodation needs. Please plan to meet with me by appointment or during office hours to discuss approved accommodations and how my course requirements and activities may impact your ability to fully participate.

Other University Services

TWU offers a wide range of free and confidential counseling services. If you are experiencing personal difficulties, do not let them prevent you from doing your best. Contact the **Counseling Center** in West Jones Hall at 940/898-3801 (<http://www.twu.edu/o-sl/counseling/>). The Counseling Center also offers on-line workshops on such topics as "How to Get Along with your Professor" <grin>, "Test Anxiety," "Stress," "Reducing Procrastination," and "Time Management." You can find these workshops at <http://www.twu.edu/counseling/5664.asp>.

The **Write Site** provides free, individualized assistance with writing assignments for both undergraduate and graduate students. Visit the Write Site in CFO 131 or call 940/898-2341 to make an appointment with a writing tutor who is available to assist graduate students. For further information, see <http://www.twu.edu/writesite/>.

You can also send email to the **On-Line Writing Lab** to ask questions about your writing. For more information about this service and how to submit assignments for to a cyber tutor, see <http://www.twu.edu/writesite/OWL.asp>.

Schedule of Classes and Assignments

Note: The following is a tentative schedule. We may need to alter readings and assignments occasionally, so please check Bb and your email regularly for announcements.

SEPTEMBER 2

Topics: Introduction to course and participants; ground rules for discussion; discussion of the following questions: What is the subject matter of women's studies? What is feminism?

SEPTEMBER 9

Topics: Coeducation and women's studies at TWU; and Foundational concepts and current issues in WS: "Transforming Feminist Practice" (feminism, identity politics, and the disidentified self)

Readings: Sahlin, Claire L. "Texas Woman's University: Threats to Institutional Autonomy and Conflict over the Admission of Men" (Blackboard); TWU's Mission Statement (<https://www.twu.edu/academics/mission.html>); TWU Women's Studies Mission Statement (Bb); Fernandes, *Transforming Feminist Practice*, pp. 7-45; and *They Say, I Say*, pp. ix-87. Recommended: Boxer, *When Women Ask the Questions*, pp. xi-24; Sahlin, Claire L. "Vital to the Mission and Key to Survival: Women's Studies at Women's Colleges" (Bb).

Assignments: Possible reading interaction paper. Explore the TWU campus and/or the TWU Web site with special attention to programs, buildings, artistic images (windows, monuments, statues), and special displays/exhibits. Include the following, among other places, in your campus tour: the Blagg-Huey Library, the Little Chapel-in-the-Woods, the Texas Women's Hall of Fame, the Texas First Ladies Historic Costume Collection, and the Pioneer Woman statue. What messages about gender, race, class, sexuality, religion, and other social categories do you receive? Come to class prepared to discuss your observations. I strongly recommend that you post your comments prior to coming to class on the Discussion Board in Blackboard (Bb).

SEPTEMBER 16

Topics: Foundational concepts and current issues in WS: "Transforming Feminist Practice" (feminist practice); and Library research workshop with Ms. Jimmie Lyn Harris in the Library Reference Training Room, 3:45 to 4:45 p.m.

Readings: Fernandes, *Transforming Feminist Practice*, pp. 47-76; *MLA Handbook*, pp. 3-61; and *They Say, I Say*, pp. 88-161. In addition, watch and read the following TWU tutorials on doing research:

Understanding Information Resources, <http://www.twu.edu/library/tutorial/information/>;

Finding and Accessing Information Sources,

http://www.twu.edu/library/tutorial/finding/findbooks_tut.htm;

Finding Scholarly Information on the Internet,

http://www.twu.edu/library/tutorial/finding/findbooks_tut.htm;

Subject Guide Tutorial, <http://www.twu.edu/library/tutorial-maxwell.asp>

Database Tutorials for Academic Search Complete, Gender Watch, JSTOR, and Women's Studies International, http://www.twu.edu/library/database_tutorials.asp

Familiarize yourself with the library's Women's Studies Research Subject Guide: <http://www.twu.edu/library/subject-guides-womens-studies.asp>.

Recommended: Booth, *The Craft of Research*, pp. xi-34, 68-82.

Assignments: Possible reading interaction paper. Turn in one paragraph stating your topic of interest for the annotated bibliography project this semester. Begin researching books and journal articles on your topic.

SEPTEMBER 23

Topics: Guest Dr. AnaLouise Keating about her academic background and intellectual interests; and Foundational concepts and current issues in WS: "Transforming Feminist Practice" (power & knowledge, spirituality)

Readings: AnaLouise Keating, "'We are related to all that lives': Creating 'New' Stories for Social Change," in *Teaching Transformation: Transcultural Classroom Dialogues* (New York: Palgrave Macmillan, 2007), pp. 22-40 (Bb); Fernandes, *Transforming Feminist Practice*, pp. 77-123; Cioffi, *The Imaginative Argument*, pp. 1-30.

Assignments: Possible reading interaction paper. Work on researching the topic of your annotated bibliography project.

SEPTEMBER 30

Topics: Guest Dr. Judy Rohrer about her academic background and intellectual interests; and Historical origins of Women's Studies

Readings: Judy Rohrer, "Haole Girl: Identity and White Privilege in Hawai'i," *Social Process in Hawai'i* 38.1 (Spring 1997): 138-61 (Bb); Catharine R. Stimpson with Nina Kressler Cobb, *Women's Studies in the United States: A Report to the Ford Foundation* (1986): <http://www.fordfound.org/archives/item/0219/original/1>; Howe, *The Politics of Women's Studies*, pp. xi-xxvi, 16-54, 93-115; and Cioffi, *The Imaginative Argument*, pp. 31-71.

Assignments: Possible reading interaction paper. Submit a list of at least 8 sources you intend to locate, read, and annotate for your annotated bibliography project. Your list of sources must conform to MLA style.

OCTOBER 7

Topics: Historical origins of women's studies

Readings: Beverly Guy-Sheftall and Susan Heath, *Women's Studies: A Retrospective, A Report to the Ford Foundation* (1995): <http://www.fordfound.org/archives/item/0316>; Howe, *The Politics of Women's Studies*, pp. 183-263, 327-333; and Cioffi, *The Imaginative Argument*, pp. 72-103.

Assignments: Possible reading interaction paper. Submit a list of at least 7 additional sources you intend to locate, read and annotate for your annotated bibliography project (must conform to MLA style)

OCTOBER 14

Topics: Archival Research: Tour of the TWU Woman's Collection and University Archive (2:30-3:30 p.m.); and Challenges to Women's Studies by Women of Color/Black Women's Studies

Readings: David Gold, "Beyond the Classroom Walls: Student Writing at Texas Woman's University, 1901-1939" (Bb); other publications utilizing sources in the TWU archives; and Hull, Scott, and Smith, eds., *All the Women Are White, All the Blacks Are Men, But Some of Us Are Brave: Black Women's Studies*, pp. xv-56. Also look at the online information about the TWU Woman's Collection: <http://www.twu.edu/library/womans-research.asp>.

Assignments: Possible reading interaction paper. Submit an annotated bibliography for at least five of your sources.

OCTOBER 21

Topics: Women's Studies Research in Archives: Guest visit from Professor Kathy E. Ferguson, University of Hawai'i at Manoa; and Challenges to Women's Studies by Women of Color/Black Women's Studies

Readings: Kathy E. Ferguson, "Theorizing Shiny Things: Archival Labors," *Theory & Event* 11:4 (2008) (Bb); AnaLouise Keating, "A Very Brief Foray into Gloria Anzaldúa's Archive" (manuscript to be distributed); Hull, Scott, and Smith, eds., *All the Women Are White, All the Blacks Are Men, But Some of Us Are Brave: Black Women's Studies*, pp. 61-98; and Cioffi, The Imaginative Argument, pp. 104-34.

Assignments: Possible reading interaction paper.

OCTOBER 28

Topics: Black Women's Studies/Challenges to Women's Studies by Women of Color

Readings: Hull, Scott, and Smith, eds., *All the Women Are White, All the Blacks Are Men, But Some of Us Are Brave: Black Women's Studies*, pp. 103-75; Noliwe M. Rooks, "Like Canaries in the Mines: Black Women's Studies at the Millennium," *Signs* 25.4 (Summer 2000): 1209-11 (Bb); Patricia Zavella, "The Problematic Relationship of Feminism and Chicana Studies," *Women's Studies* 17 (1989): 25-36 (Bb); Patti Duncan, "Outsiders, Interlopers, and Ingrates: The Tenuous Position of Women of Color in Women's Studies," *Women's Studies Quarterly* 30 (2004): 155-68 (Bb); and Cioffi, The Imaginative Argument, pp. 135-82.

Assignments: Possible reading interaction paper. Submit an annotated bibliography for at least five additional sources.

NOVEMBER 4

Topics: "The Impossibility of Women's Studies" and the Institutionalization of Women's Studies

Readings: Scott, ed., *Women's Studies on the Edge*, pp. 1-66 (Scott, Brown & Wiegman).

Assignments: Possible reading interaction paper. Submit an annotated bibliography for your remaining five sources.

NOVEMBER 11

Dr. Sahlin at the National Women's Studies Association conference in Atlanta
Workshop on the annotated bibliography essay. Write a draft of your essay prior to coming to class to receive feedback.

NOVEMBER 18

Topics: Future Directions for Women's Studies

Readings: Scott, ed., *Women's Studies on the Edge*, pp. 69-136 (Najmabadi, Mahmood, and Salamon); Kennedy and Beins, eds., *Women's Studies for the Future*, pp. 1-28 (Kennedy and Beins), 31-39 (Zimmerman).

Assignments: Possible reading interaction paper.

NOVEMBER 25

No class—TWU Holiday. Work on annotated bibliography essay.

DECEMBER 2

Assignments: Final draft of your annotated bibliography and essay due. Class presentations (8-10 minutes with PowerPoint).

DECEMBER 9

Topics: Future Directions for Women's Studies

Readings: Kennedy and Beins, eds., *Women's Studies for the Future*, pp. 72-108 (Mohanty, Boyd), 125-42 (Jakobsen), 143-55 (Brown and Chávez-García), 185-206 (May), and 262-71 (Parada-Ampudia).

Assignments: Possible reading interaction paper.

DECEMBER 16

Topics: Future Directions for Women's Studies

Readings: Kennedy and Beins, *Women's Studies for the Future*, pp. 304-13 (Martinez).

Assignments: No possible RIP this week. Women's Studies final essay and personal goals statement.
