WMS 190 – Senior Capstone Seminar  
in Gender, Sexuality, and Women’s Studies  
Spring 2016 – Thursday, 1:10pm-4:00pm  
Hart Hall 3114

Instructor: Evan W. Lauteria  
Email: ewlauteria@ucdavis.edu  
Office Hours: Tuesday, 4:00pm-5:00pm  
Wednesday, 11:00am-12:00pm  
Office: Social Sciences & Humanities 250  
(or by email appointment)

This course is the “capstone” course for senior Women and Gender Studies majors, which focuses on current issues on feminism as they impact theory, public policy, and practice. This class provides an opportunity for undergraduate coursework to culminate in a substantial independent project that engages with and extends the intellectual agenda of the broad community of Women and Gender Studies scholars. The class will explore the state of the field by observing reflecting on the state of the field, its status in the university, and its connection to the larger public. The bulk of the quarter will be spent developing, researching, and writing/executing an original paper/project (approximately 15 pages) that makes a singular contribution to the intellectual community of Women and Gender Studies.

Students will leave this course with the skills and knowledge outlined following undergraduate major learning outcomes:

- Proficiently apply research skills to approach questions within women and gender studies from multiple disciplinary perspectives, and to identify, assess and utilize sources from both print and electronic media (interdisciplinarity).
- Effectively communicate critical perspectives on local and global manifestations of gender and sexuality, through written, oral and digital presentations to diverse audiences.

The syllabus, assignments, and reading list are designed explicitly to engage students in these specific learning areas, while also providing students with the experience of working within a feminist academic community.

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<td>Tumblr Posts²</td>
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1YouTube posts are due at 11:59pm on dates specified on the calendar at the end of this syllabus. Details for each are in the assignment description below. Videos must be uploaded to the course YouTube page, and you will submit a link to your video via SmartSite to receive credit.

2 Tumblr posts must be saved as “drafts” by the due date and time on the course Tumblr. To receive credit, you need to sign the draft with your name. I will queue posts after the submission deadline has passed with names removed.

**ASSIGNMENT DESCRIPTIONS**

**CLASS PARTICIPATION (& ATTENDANCE POLICY)**

Because this course is particularly fast-paced and requires such engagement from students to move forward, attendance in class is essential and paramount to your success in the course. It is a basic expectation you will be physically present in the classroom, with the additional expectation that you will be mentally and emotionally present, as well. Students who participate regularly throughout the quarter, engaging with both assigned readings and their peers’ comments and research, will receive a higher grade for participation. The (somewhat flexible and subjective) grading rubric for attendance and participation is as follows:

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<th>Description</th>
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<td>Actively participates in class discussion on a regular basis. Comes to class prepared, offers relevant outside examples, and asks appropriate questions when uncertain about topic.</td>
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<td>Often engages in class discussion. May seem unprepared / disengaged on a few days.</td>
<td>4</td>
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<tr>
<td>Infrequently engages in class discussion. May seem unprepared / disengaged on most days.</td>
<td>3</td>
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<tr>
<td>Attends class, but does not engage in class discussion.</td>
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While I expect all students to make at least a 2 (though I hope all will make an 4 or higher), absences can reduce attendance and participation grades. **All students are permitted to miss one class without an excuse** without penalty. Any unexcused absences beyond this limit will result a 1-point reduction from attendance & participation. **Please do note:** I reserve the right to apply a negative attendance/participation grade into my calculations if students regularly miss class without an excuse.
In the event that you do need to miss class for an excusable reason, I ask that you try to inform me as early in the quarter as possible. In the case of an emergency, such as the death of a loved one or a driving accident, please send me an email within 48 hours following the incident, even if you are unable to share much detail. I will try my best to work with you in cases where you must miss class.

**YOU TUBE UPLOADS & TUMBLR POSTS**

In the interest of tying feminist research and Gender, Sexuality, and Women’s Studies more generally to the emergence of the digital humanities and contemporary technology, we will be co-operating a course YouTube account and a Tumblr. You will upload two videos to our YouTube channel and submit four unique posts to our Tumblr, with three reblogs on dates of your choosing.

**Please note:** Due to FERPA – the Family Educational Rights and Privacy Act – I cannot require that you publicly post your videos or tumblr posts if you are not comfortable. All students will receive an invitation to upload and manage videos on our YouTube channel and join as a member of our course tumblr. If you do not wish to have your videos viewable to the general public, you may opt to set your videos to “Unlisted,” and I will still be able to grade your video by the link you submit on SmartSite, but no one else will have access to the video. For tumblr posts, leave a note next to your name on the draft indicating you would like the post to be “private”; only members of the course will be able to see this content.

For YouTube videos: You will create videos of approximately 2 minutes in length answering the two prompts below. These videos should be treated as “digital humanities” or “public academic” assignments. That is, you should speak in an intelligent, thoughtful manner, but cater to a wide audience by conveying complex feminist thinking more concisely and directly than in academic writing. You will submit videos to our course YouTube page – UCDavis Women’s Studies 190 – and then submit a link to your specific video to the SmartSite assignment page by 11:59pm on days they are due. If you lack the equipment to complete this assignment – a basic webcam and headphone with microphone will more than suffice – please contact me via email privately and we will either make arrangements to get you the necessary equipment or plan for alternate assignments on those days.

**YouTube Upload prompts**

1. April 11th – Introductions: During the first two weeks, we will engage with readings addressing the role of feminism in research, of disciplinary Women’s Studies in political and social movements, and the connection between institutions and individuals engaged in feminist academic work. As a budding researcher, you will need to think through
how you fit in with larger trends and tropes of Women’s Studies. Provide a basic introduction of who you are, what you do, and what your interests are, but also try to grapple with how you see your work as feminist (or not) and what that means to you (or doesn’t).

2. May 2nd – What is Feminist Research?: After weeks of discussing what it means to do feminist research, you will need to produce a video answering that question in some partial way. You can choose to address concerns about method: intersectionality in quantitative data, or subaltern studies impact on ethnographic methods, or feminist literary criticism’s oversights on third world women authors. Or perhaps you’re more interested in the goal of feminist research: to change the world, to rethink masculinist philosophy, to uplift as we climb. You may speak about any of this in your video as you so decide.

Tumblr Post prompts

1. April 18th – GIF Yourself: using your YouTube video you uploaded on April 11th, find a moment you think is particularly meaningful, powerful, or representative of you and convert that into a single gif or multiple gifs. Add subtitles where relevant. You can use websites like https://giphy.com/create/gifmaker or apps like Gif Maker.

2. April 25th – Feminist Meme: either take a known meme (http://knowyourmeme.com) and make it feminist or create a new one from scratch. How you define feminist is up to you. Tying it into your research interests is encouraged.

3. May 9th – Data Visualization: take some aspect of your topical interest and explore how to represent data related to your topic using visualization software and applications. You can find samples and resources here: http://www.hongkiat.com/blog/data-visualization-tools-resources/. We will discuss what it means to visualize data and what is meant by “data” further in class.

4. May 23rd – Film Festival or DE Conference: on May 20th, the Feminist Theory and Research Designated Emphasis for graduate students will host the FTR-DE Conference, in which graduate students will present their own projects for the UC-Davis academic community. On May 19th and 20th is also the 11th annual Davis Feminist Film Festival. Attend one of these events – choose a night at the festival or a panel session at the conference you find interesting. Write a short post on something that drew your attention there. Tying it in to other publications, scholarly or popular, or bolstering its message with GIFs, hyperlinks, etc. are encouraged.

5. Random dates – Feminist Reblogs: at three random times during the quarter, you should draft a reblog of a post from a feminist Tumblr. How you define “feminist” is up to you, though our blog is not tagged as “NSFW” so gratuitous nudity, pornography, and
violence are not recommended. At least one reblog post must be queued before May 5th to receive full credit for this assignment.

**POSSIBLE RESEARCH TOPICS – APRIL 14TH**

In the interest of exploring possibilities for your research paper, you are asked to come up with three possible research topics of interest. The depth and breadth of these topics are allowed to vary, but you need to provide some indication of the following in a single paragraph per topic: What are your reasons for wanting to explore this topic? What are some obstacles you predict or concerns you have with the project? Do you have any ideas regarding data or sources? Or, if you know your sources, how does it tie into larger sociocultural or research concerns? This submission can be less formal than other forms of academic writing; I’d prefer you write candidly so I can better gauge your investment and interest in each topic.

**RESEARCH PROPOSAL – APRIL 21ST**

Following feedback to your three research topic ideas, you should develop a formal proposal of your research of approximately 2-3 pages in length. If you are planning to submit to an academic journal or grant, follow the guidelines they provide and include them with your submission. Otherwise, make sure to address the following:

1. What is the primary research question or problem?
2. Describe your “data” – what objects, sites, or resources are you working with for this project? How will you get access, if that is an issue? How will you account for problems associated with the form?
3. What body of literature will you engage with? Preliminary citations will be helpful here.
4. What is your ultimate goal? How will this affect future research, public policy, or activism on the ground?

**PAPER OUTLINE & PROJECT SCHEDULE – MAY 5TH**

To ensure your project will be executed in the last 5 weeks of the quarter, you will need to outline your paper and produce a schedule to complete your project. I suggest breaking your schedule down by weeks, in order to aid in keeping you accountable to your peers in the course. You will walk through your paper outline and project schedule with your peers in class before turning in a copy to the instructor, so you are welcome to make edits during that time. On this document you will need to have planned for the final presentation or video (see below) and indicated which option you plan to pursue.

**FACULTY SNAPSHOT – MAY 12TH**

Early in the quarter, I will ask you to look up faculty in the Davis-Sacramento area conducting research related to or relevant to your own academic interests. You will need to arrange a
meeting time with one of the faculty (likely via email), and interview them about their own work and their experience becoming an academic. You should also take the opportunity to talk about your own research project, especially if you believe they may find it interesting or could provide relevant sources for your literature review. I’ll provide sample questions to ask in class. Your write-up of about 250-300 words should summarize your findings from your interview, providing a profile of the faculty person and their recent work.

**First Draft – May 19th**
You will need to bring a total of four (4) copies of a first draft of your paper to class on May 19th for a peer review workshop. Papers at this point should be approximately half completed, resulting in approximately 6-7 pages. At least some data analysis or close reading should be completed by this step of the project, but conclusions and your literature review need not be finished yet. You are welcome to include comments and thoughts to guide your reader or provide context to help in the review of your submission. As before, I can help with copies in the Sociology department.

**Academic Presentation or Video – June 2nd***
On our last day of class, you will either present your research in a 10-15 minute presentation on a panel or submit a YouTube video of approximately 5 minutes in length describing your research to a larger audience. You will need to indicate which option you plan to pursue by week 6 in your paper outline and proposed schedule.

A research presentation can either be a straight reading of your paper or a more performative representation of your study. Many scholars use PowerPoint or Prezi or RStudio or some other medium to organize their information in a visually appealing format. You ultimately want to aim to entice your audience into acknowledging the relevance of your research topic and the labor you put into it. In 10 to 15 minutes, you will likely not be able to cover the entirety of your paper. Avoid summarizing your literature review in more than one or two slides, focusing instead on your analysis and findings or conclusions. You may have to choose a subset of your findings or only a small part of your research paper to present on if your topic is especially large. You will present on pre-assigned panels on the last day of class.

A video of your research is more geared toward soundbytes and easily digestible pieces of information. For an example, see: [http://bigthink.com/videos/your-behavior-creates-your-gender](http://bigthink.com/videos/your-behavior-creates-your-gender). The goal here is not to focus on nuance or particularity, as might be the case in a formal feminist research paper, but rather to give a wide audience access to major claims you’ve produced from your research. You will likely want to include examples, as Judith Butler does in
this video, but they will not necessarily encompass or represent the body of your written paper. You submit a link to your video on the shared YouTube channel via SmartSite by 11:59pm.

*You may also opt to present at the Feminist Research and Theory Designated Emphasis Conference, though this is reserved only for 3 students in the class. I will ask students in the second week of the course to verify if they’re interested, encouraging only those that have already begun work on a thesis to consider this option. More details will be discussed in class.

**FINAL DRAFT – DUE JUNE 8TH VIA SMARTSITE**

The final draft of your paper should be approximately 15 pages, with some variation based on methodology, discipline, and intended audience. Final papers should be thoroughly proofread and employ a single citation and formatting method. For social scientists, the American Psychological Association (APA) or American Sociological Association (ASA) guidelines are often employed, while the humanities tend to use Modern Language Association (MLA) or Chicago Manual formatting. You can find information on these citation and formatting styles on OWL-Purdue’s website: [https://owl.english.purdue.edu](https://owl.english.purdue.edu). Please indicate which formatting method you are using in the comment box of your SmartSite assignment submission.

Your final paper will be evaluated as if it were submitted for academic publication: Does the author identify a major academic question? Address and cite relevant literature, bodies of theory, and schools of thought? Employ an appropriate method or methodology? Make concrete conclusions and/or clearly identify findings? Your first draft will not be accounted for in the evaluation of this final paper.

**ADDITIONAL COURSE POLICIES**

**STUDENTS WITH DISABILITIES**

Any student who feels he or she may need an accommodation based on the impact of a disability should contact me privately to discuss his or her specific needs. Also contact the Student Disability Center at (530) 752-3184 as soon as possible to better ensure that such accommodations are implemented in a timely fashion. Any arrangements for accommodations or resources should be addressed as early in the quarter as possible. Please approach me with questions or concerns should any arise.

**ACADEMIC INTEGRITY**

The University of California-Davis sets strong, yet reasonable, standards for academic integrity. Plagiarism, or using another person’s ideas or work without proper citation of the source, is a particularly egregious matter in the academic world. You cannot use material downloaded (or
elements “cut and pasted”) from the Internet in your work without proper citation of the source. You absolutely cannot turn in a paper written by a student who previously took the course. For your general information, please review “Avoiding Plagiarism: Mastering the Art of Scholarship” retrievable at: http://sja.ucdavis.edu/files/plagiarism.pdf


**LATE WORK AND GRADING**
Assignments are cumulative, and it is thus very easy to fall behind in this class if assignments are not completed in a timely manner. If you submit late work, you will receive a 10% penalty per day late off the final grade. This policy is in the interest of encouraging you to submit work when it is due and avoid falling behind. If, however, you must submit work late due to a family or medical emergency or some other outstanding circumstance, please email me as soon as you are able so that we can discuss options. I may request documentation in certain cases.

If you find any discrepancies in your grades make sure to notify the instructor as soon as possible. Students with grading concerns have one week from the assignment return date to communicate and address their questions with the instructor. Students must examine their graded work closely, be prepared to justify their concerns, and write a paragraph statement detailing why they believe they deserve a higher grade. Please know that re-grades can result in a lower score than the original score.

**FINAL TIPS AND GUIDELINES**
Make sure to check your UC Davis e-mail and the SmartSite page regularly. I often will send emails to the whole class or post announcements on SmartSite that may influence and affect your success in the course.

Office hours are held for your own benefit. Please take advantage of my open-door policy and willingness to schedule appointments via email. Your project will benefit from guidance and assistance, and I am more likely to understand your own research problems if you communicate them to me in-person.

Lastly, I reserve the right to alter readings or due dates on the syllabus, but will only do so with advance and prior notice. Any potential changes will be to the benefit and not to the detriment of students.
COURSE SCHEDULE/OVERVIEW
Students are expected to complete readings and assignments below class meetings each week. Only one book is required – Booth, Colomb, and Williams. 2008. The Craft of Research, 3rd Edition. – and all other texts can be downloaded from the SmartSite page for the course. Printed copies are not required, but it is expected you will have thoroughly engaged with the readings and made notes for yourself in relation to your own project.

Week 1: WOMEN’S STUDIES, FEMINISM, AND THE ACADEMY (MARCH 31)

Week 2: INTRODUCTION TO FEMINIST RESEARCH (APRIL 7)
*YouTube Upload Due Monday, April 11th at 11:59pm – Introductions*

Week 3: DEFINING AND SHAPING YOUR PROJECT (APRIL 14)
*Assignment Due by 11:59pm: Three Research Topics*
*Tumblr Post Due Monday, April 18th at 11:59pm – GIF Yourself*
Week 4: Feminist Approaches to Disciplines (April 21)

> We will divide up the following readings for this week (~2 articles per person)

~Feminist Humanities and History~


~Feminist Social Science~


~Feminist Science and Science Studies~


*Assignment Due by 11:59pm – Research Proposal*
*Tumblr Post Due Monday, April 25th by 11:59pm: Feminist Meme*

**Week 5: Sources, Citations, and Literature Reviews (April 28)**
- *Guest Lecture – David Michalski, Social and Cultural Studies Librarian*
- *Class will meet in the Library Instruction Lab (Shields 1st Floor)*
- *YouTube Upload Due Monday, May 2nd at 11:59pm – What is Feminist Research?*

**Week 6: Planning Your Project (May 2)**
- *Assignment Due In-Class – Paper Outline & Project Schedule*
- *Tumblr Post Due Monday, May 9th at 11:59pm – Data Visualization*

**Week 7: No Class; Work on Projects (May 12)**
- *Assignment Due at 11:59pm – Faculty Snapshot*

**Week 8: Rewriting, Rethinking, Redoing (May 19)**
- *Assignment Due In-Class – First draft (6-7 pages) of paper*
- *Please bring three (3) additional copies of your paper for peer edits*

**Attend: The Feminist Theory & Research Designated Emphasis Conference (May 20)**
**And/or The Davis Feminist Film Festival (May 19 & 20)**
- *Tumblr Post Due Monday, May 23rd at 11:59pm – Film Festival OR DE Conference*

**Week 9: No Class; Meet w/ Instructor for 15-minute Appointments (May 25 & 26)**

**Week 10: Research Presentations (June 2)**
- *Assignment Due In-Class – 10-minute Academic Presentation* OR
- *Assignment Due by 11:59pm – Academic Video Presentation*

**Final Papers Due at 11:59pm on June 8 via SmartSite**

~There is no final exam for this course~