

Claim Your Education: GIS Tutorial (GWS 470)

Tuesdays and Fridays 1:45-3:00 pm

This is a live syllabus updated during the course and must be reviewed regularly.

For ease of use of this syllabus, choose [document outline view](#)

Professor: Ariella Rotramel

E-mail: arotrame@conncoll.edu

Class Meetings

Zoom: <https://conncoll-edu.zoom.us/j/95280676077> Meeting ID: 952 8067 6077

Mobile: +13017158592,,95280676077# US (D.C.) or +13126266799,,95280676077# US (Chicago)

Find your local number: <https://conncoll-edu.zoom.us/u/aEpik3LMW>

Class will meet in-person beginning on February 22nd in the Blaustein Global Learning Lab (first floor)

Office Hours

Fridays 3:00-4:00 p.m.

Zoom Meeting: <https://conncoll-edu.zoom.us/j/96894198545>

Zoom Meeting Basics

For phone participants: To raise your hand, press *9. Press *6 to unmute yourself, press *6 again to re-mute yourself.

For online participants: When getting started on Zoom, please go to the bar at the bottom of the screen, click on "Participants" - hover over your name, and you will see a MORE button. Click on it, and then click RENAME to type in your first and last names (please add gender pronouns if comfortable). Please include both your first and last names. Also, near the bottom of the Participants sidebar, you will see a menu of non-verbal feedback, including a hand to raise your hand, "yes," "no," etc. For more options (thumbs up, thumbs down, applause), click on MORE. When you choose an icon, it will appear next to your name in the Participants window. Click on "Clear all" to remove reactions. Change the skin tone for your non-verbal feedback and reactions icons by going to Zoom application settings, and then clicking "General."

Course Description

This course supports upper-level students as they reflect on their education thus far and develop plans for upcoming opportunities including honors theses, internships, and jobs. It combines shared readings, resources, and assignments with student-developed elements that focus on each student's specific educational goals. Together, we consider the central elements of our field and the range of possibilities for undergraduate students during their studies and post-graduate life. This conversation is followed by our consideration of feminist provokations from Sara Ahmed and Claudia Rankine about our world. Each student draws upon both elements to develop, refine, and pursue an individual project that uniquely is focused on their area of interest. These projects include elements for assessment, a timeline, and culminate in the project's work itself alongside a final essay that narrates the project in relationship to the student's undergraduate studies and aims.

Readings



[Berger, Michele Tracy and Cheryl Radeloff. 2014. *Transforming Scholarship: Why Women's and Gender Studies Students Are Changing Themselves and the World*. Second Edition. New York: Routledge. ISBN: 9780203458228.](#)

[Ahmed, Sara. 2017. *Living a Feminist Life*. Durham, NC: Duke University Press. ISBN: 9780822363194.](#)



[Matsuda, Aoko. 2020. *Where the Wild Ladies Are*. Translated by Peggy Barton. New York: Soft Skull Press. ISBN: 9781593766900.](#)
[Character list \(in process\)](#)

All other reading materials assigned by Professor Rotramel or students are available as links to the online resource or as links to the PDF in our [course readings folder](#).

Learning Outcomes

This course serves the following department learning outcomes:

- Analyze course content and complete assignments using interdisciplinary techniques.
- Demonstrate self-reflexivity about one's ideas as well as one's social and political position within systems of oppression and privilege in national and transnational contexts.
- Describe the similarities and differences of a broad range of intersectional feminist and queer theories and practices in their specific historical and cultural contexts.
- Design and execute independent research, creative projects, and/or community-engaged projects.
- Reflect on and communicate the value of the major or minor towards academic and post-graduation goals.

Lateness and Attendance Policy

You are expected to come to class on time so that we can make the most of our time together. If you are habitually late to class, your course engagement grade will be lowered. This course is optimally designed to be taken synchronously by students in-person and/or remotely. **If you are having challenges accessing our class meetings and/or any other resources, please let me know immediately so we can address this issue.**

If you are unable to attend class, you are expected to complete both the reading discussion question and comment form as well as the class takeaway and question after you have watched the session's recording that you missed. Please complete this work within a week of the day you missed, and notify me if there are any challenges in meeting this deadline. **Failure to complete these forms will negatively impact your grade in this course.** In addition, you are strongly encouraged to contact a classmate to go over the content you missed. You also may contact me if you cannot make my next office hours and need to schedule a meeting to discuss course content.

Office Hours

I hold office hours to provide students with an opportunity to discuss course-specific issues that we have not been able to address in class. Examples of reasons that you may visit my office hours include: discussing a course topic further; questions about your work in this course; or a personal issue has begun affecting your work and we need to strategize to address this challenge. Do not hesitate to contact me immediately with concerns, as there is little we can do at the course's end.

The following information about office hours comes from our Dean of Faculty and is applicable to all courses at Connecticut College:

Office hours provide students with additional opportunities to review or ask questions about the class discussions and assignments. Connecticut College faculty encourage students to go to office hours so they might learn about your interests, both inside and outside the classroom. In addition to talking about class material and assignments, you may find you share common interests, such as music, books, hobbies, and movies. If a professor knows your interest, they may inform you about campus programs and activities or other opportunities like fellowships and scholarships. Most importantly, professors who know their students write better letters of recommendation. Successful students at Connecticut College make time to go to their office hours. All Connecticut College faculty are required to have office hours on their syllabus and posted on their office door. If you cannot make your professor's scheduled office hours, contact your professor to set up an appointment.

Universal Learning and Full Participation

I am committed to the principles of [universal learning](#) and [full participation](#). All of us learn in different ways and our course can be organized to be accommodating of all students across our differences. For example, you may learn more effectively through oral, written, or visual renderings of course topics. Our classroom, virtual spaces, learning, and communication practices should be as inclusive as possible. Please meet with me as soon as possible to discuss your individual learning needs and how they can be accommodated in this course. Please also remember that along with our Office of Accessibility Services, our college offers other support services, including the Academic Resource Center, Writing Center, and Counseling Services that are available to all students and offer a range of services that are helpful for everyone at each stage of the college experience.

Gender-Inclusive Language Guidelines

Aspiring to create a learning environment in which people of all identities are encouraged to contribute their perspectives to academic discourse, our department encourages gender-inclusive and non-sexist language. This goal reaffirms Connecticut College's commitment to full participation by fostering an inclusive and welcoming environment where intellectual dialogue can flourish. Language is gender-inclusive and non-sexist when we use words that affirm and respect how people describe, express and experience their gender. Gender-inclusive and non-sexist language acknowledges people of any gender (e.g. first-year student versus freshman, chair versus chairman, humankind versus mankind). It also affirms non-binary gender identities and recognizes the difference between assigned sex and gender identity. I will ask students to share their pronouns and names at the beginning of the course and all gender identities should be affirmed and respected by everyone in the course. If, at any point during this class, you would like me to use a different name or pronoun in addressing, please email me. (adapted from GSWS @ Pitt accessed 12/29/2017 with permission)

Content Warning and Class Climate

Our course readings and classroom discussions will often focus on mature, difficult, and challenging topics. As with any course in our department, course content is often political and personal. Readings, films, online content, exercises, and discussions may trigger strong feelings—anger, discomfort, anxiety, confusion, excitement, humor, and even boredom. Some of us will have emotional responses to the class; some of us will have emotional responses to our peers' understanding of course content; all of us are responsible for creating a space that is both intellectually rigorous, respectful, and inclusive. Above all, be respectful (even when you strongly disagree) and be mindful of the ways that our identities, resources, and experiences position us in the classroom. As your professor, I am responsible for

classroom management and the pedagogical approaches used during the course that are based on my expertise.

If you are struggling with the course materials, here are some tips:

- read the syllabus so you are prepared in advance.
- You can approach me during office hours or make an appointment if you would like more information about a topic or reading.
- If you think a particular reading or topic might be especially challenging or unsettling, you can arrive at class early and take a seat by the door so that you can easily exit the classroom as needed.
- If you need to leave or miss class, you are still responsible for the work you miss.

If you are struggling to keep up with the work because of the course content, you should speak with me and/or seek help from the counseling center (adapted from the GSWS@Pitt 2017 website with permission).

Grading

Your final grade is based on your performance in class and course work. The grading scale is:

| Excellent | Good | Average | Below Average | Failing |
|------------------|-------------|----------------|----------------------|-----------------|
| A = 100-93 | B+ = 89-87 | C+ = 79-77 | D = 69-60 | F= 59 and below |
| A- = 92-90 | B = 86-83 | C = 76-73 | | |
| | B- = 82-80 | C- = 72-7 | | |

Late assignments will receive a deduction of one letter grade per 24-hour period they are late.

Assignment extensions may be requested with timely notification. This course does not have extra credit work as students are expected to consistently dedicate themselves to the course's core components.

Credit Hour Definition

This course is equivalent to four semester hours. Connecticut College complies with federal regulations defining the credit hour. For each credit hour awarded, a course will provide an average of at least one hour of direct faculty instruction (class meetings, labs, review sessions, field trips, office hours, film screenings, tutorials, training, rehearsals, etc.) and at least two hours of out-of-class work (homework, preparatory work, practice, rehearsals, etc.) per week.

Assignments

| | Reading Discussion and Class Takeaway Journal | Course Engagement | Student Project |
|---------|--|--------------------------|------------------------|
| Due | ongoing | ongoing | February 19 - Finals |
| Grade % | 25% | 25% | 50% |

Reading Discussion and Class Takeaway Journal

Each student keeps a journal to share with the class for the semester. You may choose to either use a Google doc, slide, etc. or take images of a physical journal to upload to our shared drive. You are expected to add entries to the journal in advance of every class session, addressing thoughts you have on the readings or other materials. You are also expected to add an entry after class meetings to give a sense of your takeaways - e.g. thoughts on the discussion, ideas for your project, new questions, etc.

Course Engagement

This component includes engagement in and outside of the classroom including class discussions, group work, and online communication. Consistent, critically engaged participation is crucial for a successful and productive course. Class discussions relate to the course readings and themes, and you must come to class having completed all assigned reading. You must come to class well prepared to: 1) ask questions; 2) provide commentary on reading; and 3) engage in active dialogue.

As a member of this course, you respectfully engage all members of the classroom and talk only in your turn. Interruptions, hostile remarks, side-talk, or inappropriate non-verbal communication will not be tolerated. The use of electronics in class is solely for work related to our course. As we are navigating online learning, we are all expected to do our best to engage and address any challenges that emerge.

Student Project

Based on your area of interest, you develop a project to pursue for the semester. All projects will include the following project elements:

- Rationale
- Methods/Approach
- Timeline
- Goals/Objectives for Assessment
- Budget - Materials Proposal (Students are encouraged to create a proposal for department funding)

Each week, you will share a reading that relates to your project to share with the class. You will share your key thoughts on this reading alongside with an update on your progress, questions, and challenges related to the project.

During the finals period, all students will complete an essay that narrates the project in relationship to your undergraduate studies and aims.

Further details of this assignment will be provided during the semester.

Course Schedule

- ☐ Materials to be read/watched prior to class (notes, discussion question and comment posted)
- ❖ Bonus content that is available but not required to be reviewed prior to class
- ★ In-class activities

Week 1

Tuesday, February 9

- ★ Introductions
- ★ Community Expectations Setting
- ★ Syllabus Review

Friday, February 12

- ☐ [Rich, Adrienne. "Claiming an Education"](#)
- ★ Initial project ideas discussion - make sure to begin your journal entries

Week 2**Tuesday, February 16**

- Berger and Radeloff, Preface
- Berger and Radeloff, Transform Yourself: An Invitation...
- Berger and Radeloff, Claiming an Education: Your Inheritance as a Student...

Friday, February 19

- [Student selected reading or other material \(shared by Wednesday and added for today\)](#)

Week 3**Tuesday, February 23**

- Berger and Radeloff, Developing the Core of Your Academic Career
- Berger and Radeloff, How You Can Talk About Women's and Gender Studies...
- Berger and Radeloff, Discovering and Claiming Your Internal Strengths...

Friday, February 26

- Student selected reading or other material (shared by Wednesday and added for today)

Week 4**Tuesday, March 2**

- Berger and Radeloff, So, What Can You Do With Your Degree?
- Berger and Radeloff, Women's and Gender Studies Graduates as Change Agents
- Berger and Radeloff, Transform Your World: Preparing to Graduate...

Friday, March 5

- Student selected reading or other material (shared by Wednesday and added for today)

Week 5**Tuesday, March 9**

- Ahmed, Bringing Feminist Theory Home 1
- Ahmed, Becoming Feminist 19
- Ahmed, Feminism Is Sensational 21
- Ahmed, On Being Directed 43
- Ahmed, Willfulness and Feminist Subjectivity 65

Friday, March 12

- Student selected reading or other material (shared by Wednesday and added for today)

Week 6**Tuesday, March 16**

- Ahmed, Diversity Work
- Ahmed, Trying to Transform 93
- Ahmed, Being in Question 115
- Ahmed, Brick Walls 135

Friday, March 19

- Student selected reading or other material (shared by Wednesday and added for today)

Week 7**Tuesday, March 23****No Class Meeting****Friday, March 26**

- Ahmed, Living the Consequences
- Ahmed, Fragile Connections 163
- Ahmed, Feminist Snap 187
- Ahmed, Lesbian Feminism 213

Week 8**Tuesday, March 30**

- Ahmed, A Killjoy Survival Kit 235
- Ahmed, A Killjoy Manifesto 251

Friday, April 2

- Student selected reading or other material (shared by Wednesday and added for today)

Week 9**Tuesday, April 6***Content Reminder: These short stories include interpersonal violence and related issues.*

- Matsuda, Note, xiii
- Matsuda, Smartening Up, 3-34
- Matsuda, Inspiration for the Stories, 255-256
- Matsuda, The Peony Lanterns, 35-58
- Matsuda, Inspiration for the Stories, 256-257
- Matsuda, My Superpower, 59-64
- Matsuda, Inspiration for the Stories, 257-258
- Matsuda, Quite a Catch, 65-82
- Matsuda, Inspiration for the Stories, 258-259

Friday, April 9

- Student selected reading or other material (shared by Wednesday and added for today)

Week 10**Tuesday, April 13**

- Matsuda, The Jealous Type, 83-100
- Matsuda, Inspiration for the Stories, 259-260
- Matsuda, Where the Wild Ladies Are, 101-118
- Matsuda, Inspiration for the Stories, 260-261
- Matsuda, Loved One, 119-130
- Matsuda, A Fox's Life, 131-148
- Matsuda, Inspiration for the Stories, 261-262

Friday, April 16

- Student selected reading or other material (shared by Wednesday and added for today)

Week 11**Tuesday, April 20**

- Matsuda, What She Can Do, 149-156
- Matsuda, Inspiration for the Stories, 262-263
- Matsuda, Enoki, 157-164
- Matsuda, Inspiration for the Stories, 263-264
- Matsuda, Silently Burning, 165-178
- Matsuda, Inspiration for the Stories, 264
 - ❖ <https://en.wikipedia.org/wiki/Shuin>
- Matsuda, A New Recruit, 179-182
- Matsuda, Inspiration for the Stories, 264

Friday, April 23

- Student selected reading or other material (shared by Wednesday and added for today)

Week 12**Tuesday, April 27 College Community Day****Friday, April 30**

- Student selected reading or other material (shared by Wednesday and added for today)

Week 13**Tuesday, May 4**

- Matsuda, Team Sarashina, 193-202
- Matsuda, Inspiration for the Stories, 265
- Matsuda, A Day Off, 203-212
- Matsuda, Inspiration for the Stories, 265-266
- Matsuda, Having a Blast, 213-224
- Matsuda, Inspiration for the Stories, 266

Friday, May 8

- Student selected reading or other material (shared by Wednesday and added for today)

Week 14**Tuesday, May 11 Conclusion**

- Matsuda, The Missing One, 225-242
- Matsuda, Inspiration for the Stories, 267
- Matsuda, On High, 243-254
- Matsuda, Inspiration for the Stories, 267-268

Finals Period Thursday, May 13, 9:00 a.m. to Monday, May 17, 5:00 p.m.

The Connecticut College Honor Code

Academic integrity is of the utmost importance in maintaining the high standards of scholarship in our community. Academic dishonesty is considered to be a serious offense against the community and represents a significant breach of trust between the professor, the classmates, and the student. There are many forms of academic dishonesty including plagiarism, falsifying data, misrepresenting class attendance, submitting the same work in two courses without prior approval, unauthorized discussion or distribution of exams or assignments, and offering or receiving unauthorized aid on exams or graded

assignments. Students violating the Honor Code may be referred to the college's Honor Council for resolution.

Title IX Statement

As a faculty member, I am deeply invested in the well-being of each student I teach. I am here to assist you with your work in this course. If you come to me with other non-course-related concerns, I will do my best to help. It is important for you to know that all faculty members are trained and required to report any incidents of gender-based discrimination, including discrimination based on gender identity, gender expression, and sexual orientation. This means that I cannot keep information confidential about sexual harassment, sexual assault, dating violence, stalking, or other forms of gender-based discrimination. Rachel Stewart, the Director of Sexual Violence Prevention and Advocacy, can advise you confidentially as can Counseling Services and any of the College chaplains. Rachel can also help you access other resources on campus and in the local community. You can reach Rachel at rstewart1@conncoll.edu, make an appointment with Rachel or one of the other Confidential Advocates at <http://bit.ly/ConnCollSVPA> or contact the SVPA Confidential Advocate Hotline 24/7 at 860-460-9194.

The student sexual harassment, dating violence, stalking, and non-discrimination policies are in the Interim Policy: Equal Opportunity, Harassment, and Discrimination, which can be found on CamelWeb, in the "Documents/Policies" section, under the Student Life section. There you will find the policies, definitions, procedures, and resources. If you need to report an incident or have any questions about the policy, you can contact the Associate Dean for Equity and Compliance Programs at 860-439-2624 or titleix@conncoll.edu, and her office is located in Cro Rm. 216.

Academic Resource Center

The Academic Resource Center (ARC) offers services to support your academic work such as study skills workshops, time management, coaching and tutoring. Its offices are located on the second floor of Shain Library. During the spring 2020 semester, the ARC will be offering primarily remote appointments with learning specialists, as well as a comprehensive remote peer-tutoring program. Limited in-person appointments will be available on an as-needed basis. Students can make appointments by clicking on this link: <https://forms.gle/QcutMY2Z8UWaGePa7>.

The ARC has compiled a series of resources for online learners (arc.digital.conncoll.edu). The ARC remains "open" to the community, but in a modified manner.

- Monday – Thursday, 8:30 am – 8:00 pm (by appointment only)
 - In-person hours, Monday and Thursday (by appointment only)
 - Friday, 8:30 – 5:00 (by appointment only)

Students may continue to use the ARC as a quiet study space, though social distancing and masks are required at ALL times.

If faculty or students have any questions or concerns, they should contact Noel Garrett via email ngarrett@conncoll.edu or Anne Vera Cruz via email averacruz@conncoll.edu.

Writing Center

The Roth Writing Center provides one-to-one peer tutoring (free of charge) to help student writers of all abilities during all stages of the writing process. This semester, appointments will be conducted on Zoom or Google Meet, and you can make an appointment [here](#) using Google Calendar. If you're a confident, experienced writer our tutors can help you to push your ideas and polish your style; if you're a relatively inexperienced and not-so-confident writer they can help you to work on grammar or

organization or whatever you need. Working with a tutor gives you the opportunity to share your work-in-progress with an actual reader, so that you can get useful feedback on that work *before* you have to turn it in for a final grade. For further information, visit the Writing Center web page at <http://write.conncoll.edu/>

Office of Student Accessibility Services

Connecticut College complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. If you have a documented disability and have been approved for academic accommodations, please have your Faculty Notification Letter emailed to me through the Student Accessibility online management system (AIM) and schedule a meeting during my office hours as early as possible in the semester so that we can discuss the logistics of your accommodations. If you are not approved for accommodations, but have a disability requiring academic accommodations, or have questions about applying for accommodations, please contact Student Accessibility Services at 860-439-5428 or sas@conncoll.edu.

Classroom Recording

With the exception of those granted accommodations through the Office of Student Accessibility Services, students are prohibited from audio, video, or photographic recording during class periods or out-of-class meetings with the instructor without explicit permission from the instructor. Recordings approved in this manner may not be shared in any form without permission of the instructor. Violations of this policy shall be considered an Honor Code violation.

Additional support for students

There is a fantastic digital mental health and well being tool we use here at ConnColl that anyone with Conn email/password can access. You@Conn (you.conncoll.edu) is designed for students and contains quick blog style content, video content, and quick assessments for students in the areas of academic success and learning resources, connecting with students on campus, and personal wellbeing. The content is curated for college students but also has Conn specific resources in it as well. Users can further customize the content by setting up their profile. Over the past two years, You@Conn has been pretty responsive to what's happening globally and adding/expanding the resources. This spring/summer, they have added COVID related content and expanded their content on addressing racism, privilege, as well as adding additional resources for mental health within communities of color.