

# Senior Capstone in GWS (GWS 410)

Spring 2017 \* Tuesdays & Thursdays 2:45-4:00p.m. \* New London Hall 200

**Professor:** Ariella Rotramel

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**Phone:** 860-439-2858

**Office Hours:** Tuesdays 12pm-1pm or by appointment

**Office Hours Location:** Harris Dining Hall

## Course Overview

This course provides Gender and Women's Studies majors with a seminar-based conclusion to your undergraduate studies. We combine reflective and forward-facing work to consider what you have gained from your GWS and related studies. You are challenged to develop and present yourself as a GWS undergraduate - to your cohort classmates through our discussions, in your composition of a private or public website, and most importantly, to yourself as a graduating student. Through dynamically engaging your cohort's shared and individual knowledge, learning experiences, and skills, you will emerge with a deeper sense of the journey that you have taken and your aspirations for your post-college life. This is a live syllabus to be reviewed regularly.

## Learning Goals

This course fulfills Gender and Women's Studies department's learning goals including:

- Refine modes of self-reflection:
- Work on writing skills that bring clarity of expression and coherence of argument;
- Refine skills of information literacy and research... and how to use digital technologies;
- Achieve oral proficiency to speak confidently, intelligently, clearly and constructively;

Students who successfully complete this course will be able to:

- Knowledgeably discuss key concepts and challenges with Gender and Women's Studies
- Reflect upon and integrate components of your undergraduate experience
- Articulate the value of your Gender and Women's Studies education
- Utilize academic, professional, and personal skills to support post-graduation goals

## Course Technology Policy

As laptop usage during classroom engagement often distract students, you will use a notebook in class and bring printed versions of the day's readings with you. As appropriate for specific class exercises, we will use technology and you will regularly bring a charged laptop or tablet to class. Any use of phones is not allowed.

## Course Texts



Berger, Michele and Cheryl Radeloff. *Transforming Scholarship: Why Women's and Gender Studies Students Are Changing Themselves and the World*. New York: Routledge, 2014. **Second Edition**. ISBN: 978-0415836531. *WGS* in the course schedule.



Anzaldúa, Gloria. AnaLouise Keating, ed. *Light in the Dark/Luz en lo Oscuro: Rewriting Identity, Spirituality, Reality*. Durham, NC: Duke University Press, 2015. ISBN: 978-0822360094. *Luz* in the course schedule.



Nelson, Maggie. *The Argonauts*. Minneapolis: Graywolf Press, 2015. ISBN: 978-1555977351. *Argonauts* in the course schedule.

**Course books are available at our campus bookstore for sale and are on reserve at our library for your use.** Confirm the ISBN before ordering elsewhere to ensure you have the correct edition. All other course sources are available via syllabus links and/or as PDFs via our Google folder.



Provided to our seminar courtesy of the Academic Resource Center: Zadra, Dan. *5: Where Will You Be Five Years from Today?* Seattle: Compendium, Inc., 2009. 5 in the course schedule.

### **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.

### **Seminar Shared Principles (from Day 1 discussion)**

- multiple methods for learning and engagement
- no pretending (if you didn't do the reading, acknowledge that at the start of class)
- no hand raising unless it is helpful for your seminar participation
- frequent use of pair and share to start discussion going
- direct engagement with other students' contributions
- check ins regularly
- confidential sharing (w/ exception of Title IX-related issues) - "What's shared here stays here, what's learned here leaves here."

### **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 semester's end.

### **Grading**

You receive your final grade based on your performance in class and course work. The grading scale for this course is: A = 100-93; A- = 92-90; B+ = 89-87; B = 86-83; B- = 82-80; C+ = 79-77; C = 76-73; C- = 72-70; D = 69-60; F= 59 and below. 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. Please see details below.

	<b>Class Engagement</b>	<b>Why GWS? Essay</b>	<b>Autotheory Facilitation &amp; Essay</b>	<b>Web Portfolio</b>	<b>Reflection Essay</b>
Due	<i>ongoing</i>	<i>Feb. 17 @ 5pm</i>	<i>Apr. 3 @ 9pm</i>	<i>Apr. 28 @ 5pm</i>	Finals
%	25	20	20	25	10

### **Course Assignments**

#### **Class 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 are in relationship with the course readings and themes, and you must come to class having completed all assigned reading. As this is a seminar course, 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. Use of electronics in class is solely for work related to our course.

If necessary to assess and reinforce student course preparation, there will be reading quizzes during the semester. These paper quizzes will occur at the beginning of class and students will not be given extra time if they are late to class. Each quiz will be closed book and note.

You are required to come to class on time. Lateness and unexcused absences count negatively towards your grade. You may provide proper documentation and/or have your class dean contact me for unavoidable absences in order to avoid a negative impact on your final grade.

### **Why GWS? Short Essay**

This short essay will present a clear argument for why you pursued undergraduate training in Gender and Women's Studies. The essay should highlight key experiences, challenges, and knowledge that were part of your education. You will reflect upon Adrienne Rich's essay, "Claiming an Education" and other relevant scholarship from your studies here to situate your experience within our field. Further information is provided during the semester.

### **Autotheory Reading Facilitation and Short Essay**

All students will select a reading from their studies that they want to share with the class for reading and discussion. You will share a facilitation day with a classmate whose reading relates to your selection (each facilitator will have approximately 25 minutes to facilitate their discussion). As needed, you will check-in with Professor Rotramel regarding your facilitation. Your efforts will be assessed based on the quality of the readings, facilitation, and collaboration. This experience will serve as initial preparation for your autotheory short essay that will be a response to your reading and draws upon the approach to autotheory developed in Maggie Nelson's *The Argonauts*. Further information is provided during the semester.

### **Web-based Portfolio**

In order to prepare for post-graduate life, you will take stock of your work as an undergraduate at Connecticut College. This review includes collecting and organizing key assignments, photographs, application letters, and any other materials that are significant. You will then choose to create either a private or publicly available web-based portfolio. It is critical to assess your online presence and gain a professional platform for presenting yourself to future employers and colleagues. A web-based portfolio can help assist people in learning about you in a manner that is relevant to your aims. Further information is provided during the semester.

### **Reflection Essay**

As a concluding assignment, you will write a final reflection essay that engages with key readings and questions from the semester.

### **Course Schedule**

#### **Week 1**

**Tuesday, January 24                      Introduction**

- [Ahmed, "Selfcare as Warfare."](#)

**3:45-4:00pm Feminist Care Praxis w/ Ashley**

#### **Thursday, January 26**

- *WGS Transform Yourself: An Invitation to Deepen Your Commitment to Women's and Gender Studies*, 1-26
- *WGS Claiming an Education: Your Inheritance as a Student of Women's and Gender Studies*, 27-76

- [Rich, "Claiming an Education," 231-235](#)

## Week 2

### Tuesday, January 31

- *WGS* Developing the Core of Your Academic Career..., 90-93 (full chapter optional)
  - *WGS* How You Can Talk About Women's and Gender Studies Anytime, Anywhere, and to Anyone, 112-148
  - Bring to class your mindmap from Thursday along with draft ideas for "elevator speeches" you would give to different audiences about your GWS major and degree (thanks Sarah for the idea!)
  - [Bost, "Practicing Yoga / Embodying Feminism / Shape-shifting," 191-210](#)
- 3:45-4:00pm *Feminist Care Praxis w/ Ashley (based on current availability)*

### Thursday, February 2 **Meet in greenhouse for start of class check-in**

- *WGS* Discovering and Claiming Your Internal Strengths and External Skills, 149-175
  - *WGS* So, What Can You Do With Your Degree? Exploring Various Employment..., 176-211
- Bring GWS journey materials to class (readings, assignments, etc.)**

## Week 3

### Tuesday, February 7 **Professor Tanisha Ford Class Visit - Class meets in Unity House**

- Visit Professor Ford's Website <http://www.tanishacford.com/>
- [Ford, "SNCC Women, Denim, and the Politics of Dress," 625-658](#)
- [Ford, "Finding Olive Morris in the Archive," 1-18](#)

### Thursday, February 9

- *WGS* Women's and Gender Studies Graduates as Change Agents: Seven Profiles, 212-261
- *WGS* Transform Your World: Preparing to Graduate and Living Your Feminist Life, 262-296

**Essay workshop - bring working thesis, paragraphs**

## Weekend partner feedback session

## Week 4

### Tuesday, February 14

- *Argonauts* 1-74
- 2:45-3:00/3:15pm *Feminist Care Praxis w/ Ashley* - Bring poem that is meaningful/calming/etc. to you
- Workshop draft**

### Thursday, February 16 **Class visit w/ Asha Nadkarni (Conn GWS Alum)**

- Review Prof. Nadkarni's faculty page - <https://www.umass.edu/english/member/asha-nadkarni>
- [Nadkarni, "Eugenic Feminism and the Problem of National Development," 1-32](#)
- [Nadkarni, "Transnational Surrogacy and the Neoliberal Mother India," 201-211](#)

**Friday, February 17 by 5:00pm Why GWS? Essay due in Google Student Work Folder**

## Week 5

### Tuesday, February 21 *Professor Denis Ferhatovic joins class for discussion*

- *Argonauts* 74-143

**Check in re: student reading days**

2:45-3:00/3:15pm *Feminist Care Praxis w/ Ashley*

### Thursday, February 23 **Dr. Mortley's Class Visit**

- [Baldwin and Mortley, "Reassessing Caribbean Migration: Love, Power and \(Re\) Building..." 164-176.](#)

- ☐ [Mortley, "The Impact of Nurse Migration on Caribbean Healthcare Systems: A Phenomenological..." 1-15.](#)

## Week 6

### Tuesday, February 28 **Optional Gómez-Peña Community Workshop (RSVP required)**

- ☐ Gómez-Peña, "Gómez-Peña's Philosophical Tantrum," 369-371.
- ☐ [Boletsi, "The Barbarism\(s\) of Multilingualism: Outweirding the Mainstream in Guillermo..." 149-170](#)

### Thursday, March 2 **Student Readings Discussion 1**

2:45-3:00/3:15pm *Feminist Care Praxis w/ Ashley*

- ☐ Eva - [Kane, Crave 153-201](#)
- ☐ Annie - [de Beauvoir, Simone, \*Memoirs of a Dutiful Daughter\*, Foreword & Book One, pp. 5-25](#)

## Week 7

### Tuesday, March 7 **Student Readings Discussion 2**

- ☐ Heidi [Millman, Mothering from Afar](#)
  - ☐ Kelly [The Xicana Sacred Space: A Communal Circle of Compromiso for Educational Researchers.](#)
- 2:45-3:00/3:15pm *Feminist Care Praxis w/ Ashley*

### Thursday, March 9 **Student Readings Discussion 3**

- ☐ Sarah [Selected Poems from \*Salt\* by Nayyirah Waheed and \*Bone\* by Yrsa Daley-Ward](#)
- ☐ Lizzy [Bartky, Foucault, femininity, and the modernization of patriarchal power](#)

## Weeks 8 & 9 Spring Break

## Week 10

### Tuesday, March 28 **[Web Portfolio Workshop](#)**

- ☐ Bring outline or draft of your Autotheory Essay
  - ☐ Bring your graded Why GWS? essay for reference
- 2:45-3:00/3:15pm *Feminist Care Praxis w/ Ashley*

### Thursday, March 30 **Roxane Gay's Approach to Contemporary Feminism**

- ☐ [Gay, "Bad Feminist," 88-95](#)
- ☐ [McArdle, "The Rise of Roxane Gay"](#)
- ☐ [Kim, "Writer Roxane Gay on Speaking Up, Female Friendship and 'Difficult Women'"](#)
- ☐ Bring draft of your Autotheory Essay for peer review

### Monday, April 3 @ 9pm **Autotheory Essay Due**

## Week 11

### Tuesday, April 4 **Meet in Davis Lab in Shain Library (ground floor)**

- ☐ 5 1-15
- ☐ Begin exploring the Digication platform and bring to class notes on what content you would like to include.

### Thursday, April 6

- ☐ 5 16-25
- ☐ Luz Editor's Introduction, ix-xxxvii
- ☐ 2:45-3:00/3:15pm *Feminist Care Praxis w/ Ashley*

## Week 12

### Tuesday, April 11

- **Meet at New London Hall, check in, then take a quick trip over to LCC to pick out some zine materials**
  - ☐ 5 26-29
  - ☐ Luz Preface, 1-8.
  - ☐ Luz Let us be the healing of the wound, 9-22

### Thursday, April 13

2:45-3:00/3:15pm *Feminist Care Praxis w/ Ashley*

- ☐ 5 30-43
- ☐ Luz Flights of the imagination, 23-46.
- ☐ Luz Border Arte: Nepantla, el lugar de la Frontera, 47-64

*Web Portfolio Google Doc Materials due by start of class*

- *In one Google Doc shared via your student work folder, provide the following:*
  - *One paragraph summary of portfolio goals, intended audience, and chosen style*
  - *Draft written content*
  - *Links to materials that will be included on portfolio*

## Week 13

### Tuesday, April 18

- ☐ 5 44-57
- ☐ Geographies of Selves—Reimagining Identity: Nos/Otras (Us/Other), las Nepantleras... 65-94

2:45-3:00/3:15pm *Feminist Care Praxis w/ Ashley*

### Thursday, April 20

### Web Portfolio Review Day

- *Full draft portfolio is available for review and peer feedback*

## Week 14

### Tuesday, April 25

- ☐ 5 58-69
- ☐ Luz Putting Coyolxauhqui Together: A Creative Process, 95-116

2:45-3:00/3:15pm *Feminist Care Praxis w/ Ashley*

### Thursday, April 27

- ☐ 5 70-78
- ☐ Luz now let us shift . . . conocimiento . . . inner work, public acts, 117-160

### Friday, April 28 @ 5pm Web Portfolio Due with Self-Assessment

- *Provide in your student work folder your self-assessment and make sure you have shared your portfolio with me*

## Week 15

### Tuesday, May 2

### Zine Workshop Day 1 w/ Devon Stahl

- ☐ [Signs Feminist Zines Symposium, 1-74](#)
- ☐ [Porter, "The Resurgence of Zine Culture and Why It's so Important"](#)
- ☐ [Nordin and Niazi, "Talking About Women of Color in the Arts with Feminist Zine 'OOMK'"](#)

2:45-3:00/3:15pm *Feminist Care Praxis w/ Ashley*

### Thursday, May 4

### Zine Workshop Day 2 w/ Devon Stahl

- [Stinson, “Writing Zines, Playing Music, and Being a Black Punk Feminist: An Interview...” 261-274](#)
- Read at least one of the following articles:
  - [Licona, “\(B\)orderlands’ Rhetorics and Representations: The Transformative Potential...” 104-129](#)
  - [Chidgey, “Reassess Your Weapons: the making of feminist memory in young women’s zines,” 658-672](#)
  - [Stokes, “Fat People of the World Unite!: Subjectivity, Identity, and Representation...” 50-62](#)

## Week 16

**Tuesday, May 9**

- Reflection Essay Outline Discussion (bring three print copies to class)  
2:45-3:00/3:15pm *Feminist Care Praxis w/ Ashley*

**Monday, May 15 at 5:00 p.m.      Reflection Essay Due**

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## 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, 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. It is your responsibility to ask for assistance if you need clarification or support with any academic concerns, such as how to properly cite sources or prepare for course assignments.

## 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 misconduct, intimate partner violence, stalking, or other forms of gender-based discrimination. Darcie Folsom, the Director of Sexual Violence Prevention and Advocacy, can advise you confidentially as can Counseling Services and any of the College chaplains. Darcie can also help you access other resources on campus and in the local community. You can reach Darcie at [860-439-2219](tel:860-439-2219) or [darcie.folsom@conncoll.edu](mailto:darcie.folsom@conncoll.edu), and her office is in Cro 222.

The student sexual misconduct, intimate partner violence, stalking, and non-discrimination policies are in the Student Handbook, 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 have any questions about the policy, you can contact Melissa Pierce, the Title IX Coordinator. You can reach Melissa at [860-439-2597](tel:860-439-2597) or [melissa.pierce@conncoll.edu](mailto:melissa.pierce@conncoll.edu); her office is in Fanning 104.

## Library Research Liaison

Our research and instruction librarian is Ashley Hanson, MLIS. She welcomes your research questions and is available to meet one-on-one to assist you with your developing projects. Ashley can be reached via e-mail at [ashley.hanson@conncoll.edu](mailto:ashley.hanson@conncoll.edu) and her campus phone is x2653.

## 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. Our offices are located on the second floor of Shain Library. Please visit us or call [860-439-5294](tel:860-439-5294) for more information or to schedule an appointment.

## 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. To make an appointment, call [860-439-2173](tel:860-439-2173) or stop by the Writing Center at 214 Blaustein. If you're a confident, experienced writer we can help you to push your ideas and polish your style; if you're a relatively inexperienced and not-so-confident writer we can also help you, by working on grammar or organization or whatever you need. Writing Center tutors are trained to help you to discover what you think through writing. 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 present your Accommodation Memo privately during my office hours as early as possible in the semester. 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](tel:860-439-5428) or [sas@conncoll.edu](mailto:sas@conncoll.edu).

## Student Health Services

[Student Health Services](#), located in the Warnshuis Student Health Center behind the library, is available to all full-time, matriculated students. Our purpose is to help students maintain optimal general health through the disciplines of physical and mental health, and health education around lifestyle choices. This is accomplished through a full-time staff and a variety of professional consultants in many disciplines. All professional services are delivered with attention to confidentiality. In the event of a serious illness or injury, parents or guardian will be notified at the discretion of the staff. You can schedule an appointment Monday through Friday by calling 860-439-2275. Information on Care When We Are Closed, Our Services, and Student Health Insurance may be found on Camelweb, in the Student Life Section, under Student Health Services.

## Student Counseling Services

The mission of the Student Counseling Services is to promote the emotional and psychological growth and well being of the students at Connecticut College. The Student Counseling Services' goal is to enhance each individual's ability to learn, to create and to be fully participating members of the College community by utilizing safe, culturally sensitive and inclusive approaches to mental health treatment. To carry out this mission, Student Counseling Services makes available to students a wide range of outpatient clinical services in a safe, non-judgmental atmosphere including:

Evaluation	Individual and group counseling	Crisis intervention services	Psycho-educational forums
Outreach and consultation to the College community			
Psychopharmacological evaluation and medication management			
Referral to off-campus clinicians for specialized and/or intensive treatment			

Connecticut College [Student Counseling Services](#) has been accredited by the International Accreditation of Counseling Services (IACS) since 2005. Appointments may be made by phone at (860) 439-4587 or via email at [SCS@conncoll.edu](mailto:SCS@conncoll.edu).