

Carleton University  
Fall 2020  
Women's and Gender Studies  
WGST 5900: Pro-Seminar  
Tuesday, 8:30-11:30 am delivered via ZOOM or Big Blue Button (culearn)  
This course will be synchronous

Please note that while the course is slotted for a 3hr time slot from 8:35am-11:25am, we will ONLY meet remotely between 9-11:15am (unless otherwise indicated or announced) with a 15min break included at the 10am mark.

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Office hours: by appointment (via Big Blue Button)

The Program Seminar is designed for incoming Women's and Gender Studies Master's students. It is a multi-purpose forum designed to support students through their program of study, to prepare for post-MA employment or PhD studies, and to foster an intellectual community among faculty and students in the program. Students will develop research and writing skills and will be encouraged to explore the breadth of Gender, Feminist and Women's Studies and to engage with current issues and debates in the field. Students will also develop writing skills in the context of their projects, including developing research questions, conducting literature reviews, and writing course papers and proposals for the Major Research Essay (MRE) and MA Thesis streams.

The seminar is also intended to promote professional development. The emphasis will be on developing practical skills for success as a graduate student, including pedagogical skills as a teaching assistant, scholarship application writing, abstract writing and submission, conference presentations, and publishing in journals and edited collections. Students will learn academic and non-academic grant preparation and writing, C.V. development, and applications for jobs. In offering a shared, "cohort" experience for first-year graduate students, it aims to help students orient themselves to both the Institute of Women's and Gender Studies and Carleton more generally, as well as professional life beyond the university.

This course is divided by two types of sessions/activities: pro-topic and 'critical engagement' sessions. This mix of activities is designed to prepare you for milestones towards the completion of your degree such as writing a proposal that can be adapted for thesis/MRE work or a grant or developing pedagogical skills as well as to *introduce* you to some of the main points of critical discussion in feminist scholarship. **Please remember that what you are being exposed to in this course is only a sampling: doing graduate work MEANS engaging in independent study—the pro-seminar is simply a way to start the conversation.**

Readings for this course are available at our culearn site via Ares where possible.

#### Distribution of Marks

Participation	40%	
Final Proposal or OGS research statement	15%	Due: Draft 1 on Nov. 2 and Draft 2 on Nov.9
Teaching philosophy	15%	Due: November 23 no later than 11:00pm
Thesis/MRE chapter or Reading Critique	30%	Due: December 11

FALL TERM 2020

**September 15 | Introductions: How to Be a Feminist in Graduate School**

Sara Ahmed, *Living a Feminist Life* (Duke University Press, 2017).

**September 22 | Pro-Topic: Doing Research during a Pandemic—Library visit by Martha Attridge Bufton**

No readings: Please take this presentation seriously. Come prepared with questions about your research. Answer the questionnaire that Martha circulates so she can customize her presentation to your needs.

**September 29 | Critical Engagement: Debating Women's and Gender Studies as an (in)stitution:**

Wendy Brown, "The Impossibility of Women's Studies," and Robyn Wiegman, "Feminism, Institutionalism, and the Idiom of Failure," in ed. Joan Scott, *Women's Studies on the Edge*.

"Practicing Institutional Feelings: A Roundtable" from Institutional Feelings: Practicing Women's Studies in the Corporate University, special issue of *Feminist Formations* 27, no. 3(Winter 2015). (Entire issue is recommended.)

**October 6 | Critical Engagement: Black Feminist Critiques/Critical Black Studies**

Jennifer Nash, *Black Feminism Reimagined: After Intersectionality*. (Duke University Press, 2019).

Kai M. Green and Marquis Bey, "Where Black Feminist Thought and Trans\* Feminism Meet: A Conversion," *Soul: A Critical Journal of Black Politics, Culture, and Society* 19, no.4 (2017): 438-454.

Chela Sandoval, "US Third World Feminism: Differential Social Movement I," in *Methodologies of the Oppressed* (University of Minnesota Press, 2000).

**October 13 | Critical Engagement: Indigenous Feminist Critiques/Decolonizing Feminism**

Sylvia Wynter, "Unsettling the Coloniality of Being/Power/Truth/Freedom: Towards Human, Man, Its Overrepresentation—An Argument," *CR: The New Centennial Review* 3, no.3 (2003): 257-337.

Maria Lugones, "Toward A Decolonial Feminism," *Hypathia* 25, no.4 (fall 2010): 742-759.

Eve Tuck and K. Wayne Yang, "Decolonialism is not a Metaphor." *Decolonization: Indigeneity, Education, and Society* 1, no. 1 (2012).

**Recommended:**

Nelson Maldonado-Torres, "On the Coloniality of Being: On the Development of a Concept," *Cultural Studies* 21 (2007): 240-270.

**October 20 | Pro-Topic Graduate Degrees and Careers (and the Pandemic): Visit from Karim Abuawad (FPGA career counselor) from 10:30-11:30am**

- Please read the following blogs. Please come ready to discuss each blog for our discussion (9-10) before Karim arrives.

<https://philosopherscococon.typepad.com/blog/2020/08/gradschoolpandemic.html>

<http://activehistory.ca/2020/05/surviving-grad-school-during-a-pandemic/>

October 26-30 | Reading Week (no class) [Please work on your proposals]

November 3 | Pro-Topic: **Part 1: Proposals, Scholarships and Grant Writing: Workshopping ideas Draft 1**

- See assignment guide(s) and submission instructions provided on our culearn site.

November 10 | Pro-Topic **Part 2: Proposals, Scholarships and Grant Writing: Workshop Draft 2**

- See assignment guide(s) and submission instructions provided on our culearn site.

November 17 | Critical Engagement: **Key shifts: Crip theory, Trans/feminism, Queer Diasporas, Fugitivity**

Kelly Fritsch, "Crippling Neoliberal Futurity: Marking the Elsewhere and Elsewhen of Desiring Otherwise," *Feral Feminisms* 5(Spring 2016): 11-26.

Fred Moten, "Erotics of Fugitivity," *Stolen Life: Consent Not To Be a Single Being* (Duke University Press, 2018).

reese simpkins, "Trans\*feminist Intersections," *TSQ* 3, no.1-2 (2016): 228-234.

Gayatri Gopinath, "Introduction," *Impossible Desires: Queer Diasporas and South Asian Public Cultures* (Duke University Press, 2005).

November 24 | Pro-Topic: **Teaching and TA-ing: Building Pedagogical Skills**

Go to this link: <http://www.radicalteacher.net/archive/>

Choose 1 (one) article from ANY issue of the journal Radical Teacher. Come to class prepared to discuss the article you chose, why, and how you think it may help you in thinking through critical approaches in the classroom.

December 1 | Pro-Topic **How to Write: Is there a formula that works?**

Anne Lamott, "Getting Started," and "Short Assignments," and "Shitty First Drafts," and "Writing Groups," *Bird by Bird: Some Instructions on Writing and Life* (Anchor, 1995)

Joan Bolker, *Writing Your Dissertation in Fifteen Minutes a Day: A Guide to Starting, Revising, and Finishing Your Doctoral Thesis* (Owl, 1998) [Chapter 6 and 9]

December 8 | Critical Engagement: **Is feminism revolutionary?**

B. Cooper, "Love No Limit: Towards a Black Feminist Future (In Theory)," *The Black Scholar* 45 (2015):

Carolyn Ureña, "Loving from below: of (De)colonial love and Other Demons," *Hypathia* 32, no.1 (2016): 86-102.

M. Jacqui Alexander, "Remembering This Bridge Called My Back: Remembering Ourselves," *Pedagogies of Crossing: Meditations on Feminism, Sexual Politics, Memory, and the Sacred* (Duke University Press, 2005): 258-286.

Assignment due December 11: Chapter/Reading Critique due

## ASSIGNMENTS

### PARTICIPATION

Worth: 40%

You must come to ALL classes prepared to speak and discuss EACH reading assigned. You will not receive marks for attending class. You will only receive marks if you contribute to the class discussion. This is graduate school: you are being assessed based on level of engagement, critical thinking skills, research (writing) skills, and oral communication skills.

### PROPOSAL, GRANT OR RESEARCH STATEMENT

Draft 1 due Monday, November 2 no later than 12pm to cuLearn

Draft 2 due Monday, November 9 no later than 12pm to culearn

Assignment guide is posted on our culearn site.

Worth: 15%

### TEACHING PHILOSOPHY

Due: Friday, November 23 no later than 11:00pm to cuLearn

Assignment guide is posted on our culearn site.

Worth: 15%

### FINAL ASSIGNMENT

Due: December 11 to culearn

Assignment guide is posted on our culearn site.

Worth: 30%

**Late assignments:** All late assignments will receive a deduction of 2 marks for each day. Students who do not submit an assignment will receive a mark of '0' once the assignment in questions has been marked and returned to the class. All assignments must be submitted via culearn.

### Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

**Pregnancy obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the [Student Guide](#)

**Religious obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the [Student Guide](#)

**Academic Accommodations for Students with Disabilities:** The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website: <https://carleton.ca/pmc/> for the deadline to request accommodations for the formally-scheduled exam (if applicable).

### **Survivors of Sexual Violence**

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>

### **Accommodation for Student Activities**

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

### **PLAGIARISM**

The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;

- failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."

Plagiarism is a serious offence, which cannot be resolved directly with the course's instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

Read more about academic integrity here:

<https://carleton.ca/registrar/academic-integrity/>