

Carleton University
Fall/Winter 2019-20
Pauline Jewett Institute of Women's and Gender Studies

WGST 5905: Pro-Seminar

Wednesdays 2:30-5:30PM
Dunton Tower 1419
Professors Ann Cvetkovich and Patrizia Gentile

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Course Description

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.

The seminar will introduce students to institutional resources through class visits from faculty and staff and participation in the Feminist Futures lecture series and other events on campus. 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.

Course Requirements and Evaluation Method

N.B. There are two types of written assignments for this course. **Exercises** are short submissions that will not be formally evaluated but will be considered part of your participation mark. In addition to the written exercises, participation in this course means full engagement with the readings during seminar discussions, as well as with the writing submitted by the other students in the class. **Assignments** will be formally evaluated. While these assignments are not research-intensive essays, they do require substantial work and must be submitted in final form by December 2, 2019 for the fall term and April 1, 2020 for the winter term.

Fall Term:

Participation: 20%

Includes written exercises (introduction, decolonial intellectual autobiography, report on Feminist Futures lecture) that will contribute to class discussions and to your ongoing professional and practical development. Exercises will be posted on our cuLearn discussion forums to be shared and discussed with others as part of creating a collective cohort culture.

Teaching Philosophy assignment: 15%

Preliminary version: due September 17, 2019 at 5pm on cuLearn discussion forum

Final version: due December 2, 2019 in hard copy and by email

OGS Research Statement: 15%

Preliminary version (with statement of goals): due October 1, 2019 at 5pm on cuLearn discussion forum

Final version: due December 2, 2019 in hard copy and by email

Winter Term:

Participation: 20%

Includes written exercises (conference paper abstract, 500-word writing salon contribution, public essay, peer review) to be posted to cuLearn discussion forums.

Annotated Bibliography assignment: 15%

Due February 28, 2020

Writing Sample assignment: 15%

Due April 1, 2020 in hard copy

Required Course Texts

Please see Ares in culearn for access to the journal articles. All other readings are on reserve (chapter in books, etc).

Recommended Books

We will read selections from the following books that you might also want to purchase. This list will be provided to Octopus Books, and you are likely to be able to find copies there.

Sundar A. Christopher. *Navigating Graduate School and Beyond: A Career Guide for Graduate Students and a Must Read for Every Advisor*. Washington, DC: American Geophysical Union, 2011.

Sara Ahmed, *Living a Feminist Life*, Duke UP, 2017.

Jennifer Nash, *Black Feminism Reimagined: After Intersectionality*. Duke UP, 2019.

Joan Wallach Scott, ed. *Women's Studies on the Edge*. Duke UP, 2008.

Robyn Wiegman, ed. *Women's Studies on its Own*. Duke UP, 2003.

Chela Sandoval, *Methodology of the Oppressed*. University of Minnesota Press, 2000.

FALL TERM [2019]

Key:

- A. Required reading
- B. Recommended reading

Week One: September 4 | Introductions: How to Be a Feminist in Graduate School

Sundar A. Christopher. *Navigating Graduate School and Beyond: A Career Guide for Graduate Students and a Must Read for Every Advisor*. Washington, DC: American Geophysical Union, 2011. Ch 1: Introduction, Ch 2: Sowing, Ch 4: Skills.

Sara Ahmed, *Living a Feminist Life*, Duke UP, 2017. Conclusion 1: A Killjoy Survival Kit; Conclusion 2: A Killjoy Manifesto.

Exercise/Introduction: Explain how you chose to go to graduate school and why you chose Women's and Gender Studies in particular as an area of study. (Post to Forum on cuLearn.)

Week Two: September 11 | What Is Women's and Gender Studies Now?: Intersectional Methods, Decolonial and Indigenous Practices, and Critical Diversity Studies

A.

Sara Ahmed, *Living a Feminist Life*. Ch 1: "Feminism is Sensational" (and continue discussion of A Killjoy Survival Kit and A Killjoy Manifesto).

Jennifer Nash, *Black Feminism Reimagined: After Intersectionality*. Duke UP, 2019. Introduction: Feeling Black Feminism.

Eve Tuck and K. Wayne Yang, "Decolonialism is not a Metaphor." *Decolonization: Indigeneity, Education, and Society*. 1:1 (2012).

B.

Joan Wallach Scott, ed. *Women's Studies on the Edge*. Duke UP, 2008. (Recommended: Wendy Brown, Robyn Wiegman)

Robyn Wiegman, *Women's Studies on its Own* (Recommended: Caren Kaplan and Inderpal Grewal, Rachel Lee)

Chela Sandoval, *Methodology of the Oppressed*. University of Minnesota Press, 2000.

Week Three: September 18 | Teaching and TAing: Balancing Multiple Commitments

Guest Visitor: Educational Development Center

A.

Margaret Hobb and Carla Rice, eds. *Gender and Women's Studies: Critical Terrain*, 2nd edition. Toronto: Women's Press, 2018. (Text for WGST 1808 Introduction to Women's and Gender Studies)

WGST 1808 Lecture on I am a Feminist Because...

1. Excerpts from bell hooks, *Feminism is For Everybody* (TEXT 16-19)
2. Roxanne Gay, "Bad Feminist Manifesto" (TEXT 35-36)
3. Wanda Nanibush, "Anishinaabe-kwe and/or Indigenous Feminist?" (TEXT 37-39) 8
4. Shira Tarrant, "This is What a Feminist Looks Like" (TEXT 51-56)
5. Jack Halberstam "Toward a Trans* Feminism" <http://bostonreview.net/gendersexuality/jack-halberstam-towards-trans-feminism>

WGST 1808 Lecture on Intersectionality

1. Kimberlé Crenshaw, "Why Intersectionality Can't Wait." (TEXT 57-59)
2. Mia McKenzie, "The Myth of Shared Womanhood and How it Perpetuates Inequality." (TEXT 62-64)
3. "Conceptualizing Intersectionality." (TEXT 70-71)
4. Neita Kay Israelite and Karen Swartz "Reformulating the Feminist Perspective: Giving Voice to Women with Disabilities." (TEXT 75-82)
5. Saba Taj "Technicolor Muslimah" (TEXT 182-183)
6. Mia McKenzie "How to Know if You Are White" (TEXT 270-271)

Online Teaching Portfolio Resources:

<https://teachingcenter.wustl.edu/programs/graduate-students-postdocs/applying-for-academic-positions/creating-a-teaching-portfolio/>

http://www.crlt.umich.edu/sites/default/files/resource_files/CRLT_no11.pdf

<https://cft.vanderbilt.edu/guides-sub-pages/teaching-portfolios/>

Assignment: Teaching philosophy (preliminary version): You will receive feedback but not a mark for this preliminary version of the assignment. The final product will be worth 15% of your total mark and will include assessment of your capacity to revise based on feedback. Please see the guide posted on cuLearn for fuller instructions.

Week Four: September 25 | Joint Chair in Women's Studies Reception

The class will attend the reception to welcome incoming Joint Chair, Nadia Abu-Zahra, and to say farewell to outgoing Joint Chair, Ummni Kahn.

Location: Carleton Dominion-Chalmers Centre, 355 Cooper St.

Time: 3-5 pm

A.

Readings on pedagogy recommended by Nadia Abu-Zahra, TBA

Week Five: October 2 | Applying to Graduate Programs, Scholarships, Grant Writing

A. Christopher, *Navigating Graduate School*, Ch 7. Proposals

Assignment: Students will submit a preliminary version of their Ontario Graduate Scholarship (OGS) Research Statement (accompanied by cover sheet with statement of goals) for discussion in class. As with the teaching philosophy, you will not be marked on this preliminary version but you will receive feedback towards revision. The completed assignment is worth 15% of your total mark. Please see the guide posted on cuLearn for fuller instructions.

Week Six: October 9 | Feminist Futures

Lecture TBA: Kahente Horn-Miller (tentative)

A.

Readings recommended by Feminist Futures speaker, TBA

Celia Haig-Brown, "Decolonizing Diaspora: Whose Traditional Land Are We On?" *Cultural and Pedagogical Inquiry* 1.1 (2009): 4-21

Week Seven: October 16 | Library and Research Resources

Guest Visitor: Martha Attridge Bufton, Interdisciplinary Studies Librarian

A.

Readings and other resources TBA

October 23-27 | READING WEEK (NO CLASSES)

Week Eight: October 30: Diversity in the Classroom and Beyond:

Audre Lorde, *Sister Outsider: Essays and Speeches*. Crossing Press, 1984, 2007. "Uses of the Erotic," "Poetry is Not Luxury," "Uses of Anger."

Cherrie Moraga and Gloria Anzaldúa, *This Bridge Called My Back: Writings by Radical Women of Color*. Kitchen Table/Women of Color Press, 1984, SUNY Press, 2015. Prefaces and Introductions, and Combahee River Collective, A Black Feminist Statement.

Lee Maracle, "Red Power Legacies and Lives: an interview by Scott Rutherford" in *New World Coming: The Sixties and the Shaping of Global Consciousness*, Karen Dubinsky et al, eds (Toronto: BTL press, 2009).

Leanne Simpson, "Kwe as resurgent method" and "The Attempted Dispossession of Kwe" in *As We Have Always Done: Indigenous Freedom Through Radical Resistance* (University of Minnesota Press, 2017).

Eli Clare, *Brilliant Imperfection: Grappling with Cure*. Duke UP, 2017. Introduction, Ch 1: The Ideology of Cure, Ch 4: Nuances of Cure.

B.

Claudia Rankine, *Citizen: An American Lyric*. Graywolf Press, 2015.

Keeanga-Yahmahtta Taylor, ed. *How We Get Free: Black Feminism and the Combahee River Collective*. Haymarket 2017.

Adrienne Maree Brown, *Emergent Strategy: Shaping Change, Changing Worlds*. AK Press, 2017.

Roxane Gay, "Typical First Year Professor" from *Bad Feminist*. Harper Perennial, 2014.

Mark Rifkin, *The Erotics of Sovereignty: Queer Native Writing in the Era of Self-Determination*. U of Minnesota Press, 2012.

Alison Kafer, "Un/Safe Disclosures: Scenes of Disability and Trauma." *Journal of Literary and Cultural Disability Studies* 10:1 (2016), 1-20.

Exercise: Write a brief decolonial autobiography that articulates your position as a researcher and teacher. Fuller instruction available on cuLearn.

DUE: October 29, 2019 by 5pm to cuLearn discussion forum

Week Nine: November 6 | Feminist Futures

Lecture: Shireen Hassim (tentative)

A.

Readings recommended by Feminist Futures speaker, TBA

Week Ten: November 13 | Transnational Feminisms

A.

Tiffany Lethabo King and Ewuare Osayande, "The Filth on Philanthropy: Progressive Philanthropy's Agenda to Misdirect Social Justice Movements," in *The Revolution will Not be Funded*. Duke University Press, 2017.

Andrea Smith, The NGOization of the Palestine Liberation Movement: Interviews with Hatem Bazian, Noura Erekat, Atef Said, and Zeina Zaatari in *The Revolution will Not be Funded*. Duke University Press, 2017.

Martin Manalansan, *Global Divas: Filipino Gay Men in the Diaspora*. Duke University Press, 2003. Introduction.

B.

Elaine Salo, South African Feminisms—A Coming of Age?," in *Women's Movements in the Global Era: The Power of Local Feminisms*, Amrita Basu, ed. Westview Press, 2010.

Naihua Zhang and Ping-Chun Hsiung, "The Chinese Women's Movement in the Context of Globalization," in *Women's Movements in the Global Era: The Power of Local Feminisms*, Amrita Basu, ed. Westview Press, 2010.

Islah Jad , "The Demobilization of a Palestinian Women's Movement: From Empowered Active Militants to Powerless and Stateless 'Citizen'," in *Women's Movements in the Global Era: The Power of Local Feminisms*, Amrita Basu, ed Westview Press, 2010.

Exercise: Write a brief report on one of the fall term Feminist Futures presentations. Fuller instruction available on cuLearn.

DUE: November 12, 2019 by 5pm to cuLearn discussion forum

Week Eleven: November 20 | Individual Meetings

Schedule TBA

For individual meetings, submit in advance updated drafts or plans for revision of teaching philosophy and research statement for discussion during meeting.

Week Twelve: November 27 | Designing your MA Research: Seminar Papers, MRE, and/or Thesis

In-class workshop and discussion of final assignments

- A. Christopher, *Navigating Graduate School*, Ch. 5: Organizing, Ch. 6: Writing.

Assignment: Final versions of research statement and teaching philosophy due on Mon, Dec 2

Week Thirteen: December 4 | Critiquing Women's and Gender Studies and Wrap-Up

A.

"Practicing Institutional Feelings: A Roundtable" from Institutional Feelings: Practicing Women's Studies in the Corporate University, special issue of *Feminist Formations* 27:3 (Winter 2015). (Entire issue is recommended.)

Eve Kosofsky Sedgwick, "Paranoid Reading and Reparative Reading, or, You're So Paranoid, You Probably Think This Essay Is About You" in *Touching Feeling: Affect, Pedagogy, Performativity* (Duke, 2003): 123-52

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*.

B.

Robyn Wiegman, "The Times We're In: Queer Feminist Criticism and the Reparative 'Turn'" *Feminist Theory* 15.1 (2014): 4-25

Heather Love, "Truth and Consequences: On Paranoid Reading and Reparative Reading" *Criticism* 52.2 (Spring 2010): 235-40

CLASS SCHEDULE AND REQUIRED READINGS

Please note that the instructors reserve the right to make changes if necessary with regard to the readings and topics schedule. If changes are made during the course, you will be immediately notified.

WINTER TERM [2020]

This schedule is tentative but will give you some idea of the readings, activities, and assignments for the winter term, which will focus primarily on providing support for your research and writing. The schedule will also depend on dates for the Feminist Futures and Flo Bird lectures.

January 8: How to Write

Anne Lamott, *Bird by Bird: Some Instructions on Writing and Life* (Anchor, 1995) [selections]
Joan Bolker, *Writing Your Dissertation in Fifteen Minutes a Day: A Guide to Starting, Revising, and Finishing Your Doctoral Thesis* (Owl, 1998) [selections]

January 15: Queer Archives

Readings related to archival research projects by Pat Gentile and Ann Cvetkovich
In-Class Writing Workshop: Writing as Queer Archival Practice

January 22: Unit Writing

January 29: Pro Topic: Academic Conferences

Exercise: Conference Paper Abstract Submission (200-300 words)

February 5: Feminist Futures? (Date TBA)

February 12: Writing Salon

Exercise: Each person will bring 500 words to read aloud.

February 17-21: READING WEEK [NO CLASSES]

Feb 26: Feminist Futures: Kelly Fritsch and Critical Disability Studies

Readings in Critical Disability Studies TBA

Assignment Due on Fri Feb 28: Annotated Bibliography

March 4: Annotated Bibliography and Unit Writing

Discussion of annotated bibliography assignment and updates on research

March 11: Pro Topic – Writing Outside the Academic Context (Reports, Press Releases, Review Essays, Op/Eds, etc.)

Exercise: Public essay in a genre of your choice

March 18: Peer Review Workshop

Exercise: Peer review of writing by other students

March 25: Pro Topic -- Job Application, Cover Letters, Interviews

April 1: Conclusion

Assignment: Thesis Chapter, Conference Paper, or Other Relevant Writing

POLICIES AND PROTOCOLS

CLASS DISCUSSION

Students will be expected to conduct themselves in a respectful and open manner, even when issues discussed in the class clash with their personal views. Our aim is to foster a spirit of intellectual and constructive exchange and to promote forms of accessibility that are affirming of a full range of genders, sexes, races, and abilities. We will thus aim to make space for differing perspectives and conflict, while also developing tools for identifying and challenging sexism, racism, ageism, transphobia, and homophobia when they emerge in our discussions.

OTHER ISSUES

The Graduate Calendar Point 11.2 Reads: A grade of B- or better must normally be obtained in each course credited toward the master's degree. A candidate may, with the support of the departmental graduate supervisor/associate chair (graduate affairs) and the approval of the Dean of the Faculty of Graduate and Postdoctoral Affairs, be allowed a grade of C+ in one credit. Some programs do not permit the C+ option and apply a B- minimum rule.

STUDENT REQUIREMENTS: *Students are required to keep copies of any submitted work.*

Late essays and assignments will be penalized two marks per day (weekends included). Students must receive permission from the instructor for **extensions** on essays and assignments *before* the due date. If the due date has passed, the late penalty applies. All assignments are due at the beginning of class. Students who do not submit assignments will receive a final mark of "0" (zero) for the assignment. *I will not accept assignments after I have returned marked assignments.*

Essay Format: All assignments must be typed, double-spaced, 2.5cm margins and include a title page with a title (not, for example, "Research Paper", your name, the date of submission, and your student number). Essays or assignments submitted for this course that do not include accepted citation and bibliographic information will NOT be marked. You may only use referencing and bibliographic format from MLA Style (Modern Language Association). It is your responsibility to familiarize yourself with the above reference formatting styles.

ALL RESEARCH/MATERIAL FOR THIS COURSE MUST COME FROM A PEER-REVIEWED SOURCE.

Submitting Assignments: Do not email assignments for any reason (even to prove that you have completed the assignment on the due date but will be unable to submit it in person until the following day). You are responsible for keeping a hard copy of your assignments until they have been graded. You are also responsible for keeping the graded copy for the duration of this course in the event that you are asked to produce it for a host of reasons such as my error in entering your grade (this has happened)!

In accordance with the Carleton University Calendar, the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100

B+ = 77-79

C+ = 67-69

D+ = 56-59

A = 85-89

B = 73-76

C = 63-66

D = 53-56

A - = 80-84

B - = 70-72

C - = 60-62

D - = 50-52

F = Below 50

Participation: Your mark will depend on participation during sessions. This participation (preparation and contribution) must be based on your understanding and analysis of the readings and lecture material not anecdotal responses. We will evaluate your level of engagement with your classmates. *Remember, coming to class is not enough. You must make comments based on your reading of the assigned material.*

MISSED ASSIGNMENTS: All assignments MUST be submitted by the deadline. If you think you will not be able to submit your assignment in time (because of illness or bereavement) you must contact your instructor in advance and NOT on the due date for the assignment. You are required to produce a medical document to be granted an extension. **If you know you cannot meet the assigned deadline for any reason, contact your instructor as soon as possible to make alternate arrangements.**

INTELLECTUAL PROPERTY: Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

This means: do NOT submit course notes, exams, assignment guides, slides or any of the materials produced by the professor or the teaching assistants on course sharing sites like Course Hero.

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." 10

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/>

ACADEMIC ACCOMMODATIONS: 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.

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.

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 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](#) for the deadline to request accommodations for the formally-scheduled exam (if applicable).

ADDITIONAL RESOURCES:

Career Services - <https://carleton.ca/career/> Educational Development Centre – TA Support - <https://carleton.ca/tasupport/> Student Academic Success Centre (SASC): www.carleton.ca/sasc Writing Tutorial Services: www.carleton.ca/wts Faculty of Graduate and Postdoctoral Affairs: <https://gradstudents.carleton.ca/>

STUDENT SUPPORT SERVICES There are several services for students on campus depending on the need you experience:

- 1) For health and counselling issues you can visit the **Health and Counselling Services**; 2600 CTT Centre; 613-520-6674; www.carleton.ca/health
- 2) **Student Academic Success Centre (SASC)**; 302 Tory; 613-520-7850; www.carleton.ca/sasc
assists students with academic planning, understanding academic rules & regulations, finding a tutor, choosing or changing a major, polishing study skills, and referrals to other services.
- 3) **Academic Writing Centre and Writing Tutorial Service** (4th Floor, Library, 613-520-6632; www.carleton.ca/wts can help you learn to write better papers. Tutors are graduate students in many different departments, with plenty of experience writing. They are trained to assist you at any stage in the writing process. To make an appointment, simply call 520-6632, or come in person between 9:00 am and 4:30 pm Monday through Friday.
- 4) **The Learning Commons** (4th Floor, Library, 613-520-2600, ext.1125; See also Main Floor desk) is a one-stop study-shop that combines research, IT and learning support services under one roof to enhance the student experience