

Carleton University
Fall 2018 / Winter 2019
Pauline Jewett Institute of Women's and Gender Studies

WGST5905A: Program Seminar

Mondays / 8.35 – 11.25am
Location: 1419 Dunton Tower

Instructor: Dr. Amrita Hari
Email: amrita.hari@carleton.ca
Office: 1404 Dunton Tower
Phone: (613) 520-2600 Ext. 2904

Note: Email is the best way to get in touch with me. Emails will be answered during regular business hours only: Monday through Friday 8.30AM to 5PM. If you do not hear back from me in 24 hours please send a reminder email with your query

Office Hours: Mondays 11.30am – 12.30pm

- *This outline is preliminary and subject to change*

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 appropriate to the discipline, in particular they will be encouraged to develop an appreciation for the breadth of Gender, Feminist and Women's Studies, and to engage with current issues and debates in Gender, Feminist and Women's Studies. Students will also develop writing skills in the context of specific projects, including developing research questions, conducting literature reviews on their selected topics, course papers, and Major Research Essay (MRE) and thesis proposals.

The seminar is also intended to promote professional development. The emphasis will be on developing practical skills for being successful as a graduate student, including developing pedagogical skills as a teaching assistant, scholarship application writing, abstract writing and submission, conference presentations, and publishing in journals and edited collections. Students will also learn academic and non-academic grant preparation and writing, C.V. development, and applying for jobs.

Learning objectives

Students will learn:

- ❖ To appreciate the connection between research, theory, and praxis, and the importance of feminist principles in informing research activity and social justice activism; as well as strengthen our abilities to assess social change in respectful and clear ways
- ❖ To understand the various components of the WGST MA program and the various roles and responsibilities.
- ❖ To understand the components of a research process and frame research from a feminist perspective. This includes:
 - Formulating research questions
 - Identifying and synthesizing research on a particular topic, including the importance and significance of this topic; the historical and socio-political context of the topic; key trends and themes in the literature; and gaps in existing knowledge about this topic which future research may address.
- ❖ To understand feminist dilemmas, concerns, and issues involved in conducting research. This includes:
 - Accounting for the significance and criticisms of conducting an ethical review of a research project involving interviewing or surveying human subjects.
 - Incorporating an intersectional framework in comprehending the diversity of lived experiences.

Expected skills upon completion of the course:

- ❖ Interdisciplinarity: To recognize the multi-diversity of lived experiences through an intersectional lens.
- ❖ Learning community: To establish a learning community based on respect and support.
- ❖ Academic Reading and Writing: To understand how a feminist approach to research may inform social justice objectives.
- ❖ Critical Thinking: To acknowledge different ways of knowing as important to academic and everyday activity
- ❖ Professional Development: To learn the relevant skills for success in the program of study and in future career pursuits.

Required Readings

All course readings are available on CULearn through the library e-reserves system. Please also refer to CULearn for all course materials and updates.

Course evaluation

| Assignment Title | Percentage of Final Grade | Due Dates |
|-----------------------------------|----------------------------------|-------------------------|
| Teaching Philosophy Statement | 15 | October 15 |
| Research Topic Proposal | 30 | November 26 |
| Poster Presentation | 10 | December 03 |
| Peer Review | 30 | January 28 and March 11 |
| Ethics and Informed Consent Forms | 15 | April 08 |
| | 100 | |

N.B. You are responsible for keeping copies of all assignments handed in during class.

Detailed description of course evaluation components

TEACHING PHILOSOPHY STATEMENT (15%)

Deadline: 12pm (noon) on Monday October 15 (via CULearn)

Teaching philosophy statement is a reflection on your attitudes, values, and beliefs about teaching and learning, highlighting the ways you do or plan to put them into practice. It is comprehensive while being succinct; it is most importantly a document in progress. Your statement should give the reader a clear picture of how you function in a classroom to create meaningful exchanges between you and your students but also among students. You might consider using very specific examples of teaching strategies, discussion questions, assignments, etc., to give readers a “peek” into your classroom.

Your statement should not exceed **4 typewritten double-spaced pages** (using 12-pt font). Writing in first-person and in the present tense is recommended.

Additional Resources:

Columbia University – Writing a teaching statement:

<http://www.columbia.edu/cu/tat/pdfs/teaching%20statement.pdf>

Cornell University Graduate School Guide: <http://gradschool.cornell.edu/career-guide/teaching-philosophy-statement>

University of Minnesota Centre for Educational Innovation: <https://cei.umn.edu/support-services/tutorials/writing-teaching-philosophy>

Vanderbilt University Centre for Teaching: <https://cft.vanderbilt.edu/guides-sub-pages/teaching-statements/>

Yale University – Samples of Teaching Philosophy Statements by Disciple:
<http://ctl.yale.edu/sites/default/files/basic-page-supplementary-materials-files/sampleteachingstatements.pdf>

RESEARCH TOPIC PROPOSAL (30%)

Deadline: 12pm (noon) on Monday November 26 (via CULearn)

This is a two-part assignment:

- **Part 1: Developing Research Questions**

Following a brief introduction (1-2 pages) to your research topic, you must identify 2-3 answerable research questions on your selected topic (see Bui 2014 pp. 34-35).

- **Part 2: Abstract Analysis**

Find 10 research articles that deal with your selected research topic. As you read each article, consider the following: What main ideas/themes appear to be addressed? How are major concepts identified or defined? What theoretical approaches tend to dominate? What types of methods and methodologies are employed? What populations/samples are being studied? How do the findings reflect upon your selected research topic?

In writing this part of the assignment, **do not merely summarize** the articles. Instead, consider the 10 articles together and discuss the patterns of similarities/differences you found. What are the major ideas/themes under discussion? Do any gaps exist? If so, what are they? Can these gaps be used to revise your specific research questions? If so, how?

The proposal should not exceed **8 typewritten double-spaced pages** (using 12-pt font), plus bibliography. Where appropriate, you should format the sections of the grant including headings, endnotes/footnotes, in-text citations, quotations, etc. using your selected citation style. **You must attach the 10 article abstracts as an appendix to your paper.**

POSTER PRESENTATION (10%)

Deadline: 12pm (noon) on Monday December 06 (via CULearn)

On November 29th, all students will present their selected research topics. Each presentation will be cut-off at the 10-minute mark in all fairness to everyone in class. This is an opportunity for you to present your project and receive feedback from your peers.

Poster Format:

Students must prepare a **single, static PowerPoint slide** (no slide transitions, animations, or "movement" of any description are allowed). You will then have 5 minutes to explain your research and its significance. You will then have 2-3 minutes of Q&A from your peers.

Presentations are worth 10% of your final grade for the course and will be assessed according to the criteria listed below:

Comprehension (3)

- Did you clearly outline the nature and aims of research?
- Did you clearly indicate what was significant about your research?
- Did the presentation follow a logical sequence?

Engagement (3)

- Did you convey enthusiasm for your work?
- Did you capture and maintain our attention?
- Do we leave wanting to know more about your research?

Communication (4)

- Did you use sufficient eye contact and vocal range; maintain a steady pace and a confidence stance?
- Did you spend the right amount of time on each element of the presentation?
- Did the PowerPoint slide enhance, rather than detract from, their presentation; and was it clear, legible, and concise?

PEER REVIEW (20%)

This is a two-part assignment:

- **Part 1: Peer Review**

Deadline: 12pm (noon) on Monday January 28 (via CULearn)

Peer review recognizes the collaborative nature of writing and understands that writers and readers work together to construct meaning from text. When providing feedback, keep in mind the following questions:

- Does the assignment fulfill the guidelines? Can the author do anything to meet the criteria more successfully?
- What is the structure of the proposal? Does the author provide support for their assumptions and arguments? Are there any overlapping points?
- Are there any gaps (places where more explanation is needed to clarify what the author is trying to convey)?

Remember to have respect for your peer's work. You must avoid intimidating and/or embarrassing remarks – consider phrasing your comments in question form. Focus on larger issues rather than smaller editorial remarks.

Your review must be 2-3 typewritten double-spaced pages and have the following:

- Begin by identifying the research as you see it (this may differ from the author's statement).
- Next, present the comments you see as most central to an effective revision of the proposal. This could sometimes mean reframing the problem under study, refocusing the question, or reinterpreting the analysis of the literature.
- After writing the review, go back through it and edit out any language that seems emotionally laden. Using neutral or supportive language will make the author much more likely to heed your comments.

- **Part 2: Responding to your Reviewer**

Deadline: 12pm (noon) on Monday March 11 (via CULearn)

You must write a letter to your reviewer to respond to their comments on your work. Remember that it takes time to strategize on how you are going to respond. Your letter

must clearly outline your plan for revision. You can arrange it in a series of bullet points with the reviewer's critiques listed individually or grouped and the alteration you will be making to solve the problem. You can also provide reasons for not addressing some recommendations.

Your letter must be 1-3 typewritten double-spaced pages and following the template below:

Dear Dr. Hari:

I am grateful to the reviewer for their thorough reading of my work and have addressed their concerns in the following ways:

"[Insert abbreviated reviewer's comment]"

My Revisions:

[Insert your plans for alterations to address the comment]

Thank you very much for time and consideration. If you have any further questions, please do not hesitate to be in touch. I can be reached by e-mail at...

Sincerely,

[Your Name]

ETHICS APPLICATION AND INFORMED CONSENT FORM (15%)

Deadline: 12pm (noon) on Monday April 08 (via CULearn)

This is a two-part assignment:

- **Part 1: CUREB Protocol Form** available here:
<https://carleton.ca/humanresearchethics/forms-and-templates/>
You must complete the CUREB Protocol Form for your proposed research study. This should be the same topic as your proposal in the Fall term.
- **Part 2: Informed Consent Form** (see template and instructions provided on the above webpage).

Teaching and learning strategies

This seminar course meets once a week and is organized around student research, reading, and writing supplemented by class-discussion and a variety of in-class teaching and learning activities. **Your contributions in class are key. It is essential that you do the assigned readings for each week and make every effort to attend all classes.**

Class courtesy

In each class setting, we form a community of learners. I intend to provide a safe space in which students can share their experiences and ideas, take risks and explore sensitive issues through frank dialogue. This class respects difference and diversity while welcoming thoughtful and critical debate and discussion.

In a classroom dedicated to social justice education, conflict will happen. This is part of a healthy, dynamic, and questioning space of learning and discovery. **Please remember that it is acceptable to disagree but not to disrespect.** You are encouraged to hold onto your own personal beliefs, but recognize that there will be differences of opinion and experience. No one person's right to their beliefs may supersede another person's right to security and dignity. Students should feel welcome and invited to the classroom. I seek to create opportunities for self-reflection and diverse ways of learning. Students should listen attentively and critically to the evidence provided in class discussions, readings, and other materials. The university classroom holds high standards of research, evidence and analytic proof.

Some of the materials and topics in this class can include **explicit content** (violence; sexuality; profanity; or blasphemous and objectionable conduct). If you feel any of these materials may cause you distress or severe discomfort, you are encouraged to speak with the instructor. You will not be exempt from any assigned work but we will work together to accommodate your concerns. If you have any ideas and thoughts that you are not able to bring up during class time, you are encouraged to write your comments or questions down and give them to the instructor after class or by appointment.

In order for us to form this effective as a community of learners, there are number of protocols that must be in place to help ensure that all present have a positive experience, and we all offer each other complete attention and respect.

- Be respectful, self-aware, and mindful of the classroom dynamic and your place in it.
- **Do no make assumptions** about other people's identities and life experiences. That includes but is not limited to race, gender, sexuality, ability, mental and emotional wellbeing, age, citizenship status, and reproductive rights.
- Recognize that **language is a powerful tool** in social justice education. Language changes as new issues and greater clarity develops. If you do correct language use, do so respectfully; if you are corrected, accept that correction respectfully.
- Make an effort to speak from **the position of "I"** (not the generalized "you" or "people") and to clarify any statements you make, using verifiable evidence and experience. Making a sweeping judgment on a class or group of people is not acceptable.
- **Address people without assuming their gender.** Some ways to do this:
 - Don't refer to groups as guys, ladies, women, men, etc.
 - Refer to individuals whose gender has not been disclosed to you in gender-neutral ways such as "the person who said..."
- Address people using the **gender pronouns** they have indicated for themselves.
- Provide discrete and succinct content warnings if you will be talking about topics that may be traumatic for some and the content is not already apparent. Examples of such

topics include abuse, violence, addiction, suicide, mental health, and transphobia/homophobia/other forms of discriminatory behaviours. An example of wording could be, “Please note that there will be (x) content in my discussion.”

- Respect your own and others' physical, mental, and emotional boundaries. Please speak up in a respectful way if you are uncomfortable, seek support if you want/need it, and engage in **self-care** as required and/or desired.
- Please be **punctual** but if you are unavoidably late, please minimize disruption to peers.
- **Technology** is becoming increasingly critical to learning. Please ensure that laptop computers are used **only** for note taking, viewing lecture slides and searching key terms used in the lecture.
- Please refrain from using cell phones text messaging devices in class and make sure they are turned off to avoid being disruptive.

Copyright statement

Please note: classroom teaching and learning activities, including lectures, discussions, presentations, etc., by instructors, guests and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, exams 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).****

In the interest of creating a respectful learning environment as well as to protect intellectual copyright, I do not allow audio or video recording of course lectures or presentations in any format, openly or surreptitiously, in whole or in part, without my prior permission. If you would like to record any part of the course, come see me during my office hours and we will talk about it. Please be ready to explain what specifically you would like to record, for what reason (for example, so that you can listen again to a specific lecture to make sure you got all the important information), and what you plan to do with it afterwards (for example, delete it). Also, please keep in mind that I, Amrita Hari, hold copyright over the course materials, including the syllabus, lectures and slides, that form part of this course, and that course materials (both paper and digital) are meant only for your private study and research.

Course policies and accommodations

DUE DATES: No late papers will be accepted without a medical certificate. All assignment material must be the work of the student: for more information about plagiarism and academic fraud policy, please refer to the Carleton University undergraduate calendar and the material included below. Please keep a complete of all assignment material submitted to your instructor.

Two percentage points per assignment per day will be deducted after the due dates of written assignments (i.e. an A- for a particular assignment would drop to a B+). **No submissions will be**

accepted after seven days following the due date unless a medical certificate is provided or permission has been granted at least one week in advance of the due date. All medical certificates must be provided on the day the assignment is due and no submissions will be accepted after the final date permitted on the medical certificate. Final **term work** is due on or before the date announced by the Instructor. **Take home exams** are due on the last day of the official examination period on **April 27, 2019**.

SUBMISSIONS: All assignments should be submitted via CULearn in only Microsoft Word format by **12pm (noon)** of the specified due date. Assignments submitted in any other format (PDF, .pages or formats using open software) or as a Draft on CULearn will not be accepted. It is your responsibility to ensure that your assignment has been submitted correctly.

GRADING: Please Note: The Institute of Women's and Gender Studies applies the minimum B- minus grading rule.

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.

UNDERSTANDING YOUR GRADES:

| % | Grade | Assessment |
|----------------|--------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 90-100 | A+ | Excellent. The essay presents a clear, engaging thesis and follows through with a well-developed and well-supported argument. It demonstrates an excellent understanding of the goal(s) and concepts; and it is perceptive and even original in its treatment, presenting more than a restatement of the materials and/or discussion. The structure is logical and easy to follow, using effective topic sentences and transitions. Paragraphs are internally coherent; examples are well integrated, relevant, and thoughtfully analyzed. The essay is grammatically correct and free of mechanical errors; sentences are balanced and varied in interesting and appropriate ways; the language is lucid, precise, and lively. The essay is formatted properly and all sources are accurately cited. |
| 85-89 80-84 | A A- | Good. The essay presents a clear thesis and follows through with a generally well-developed position, though some parts of the argument need further clarification or support. It demonstrates a solid understanding of the goal(s) and concepts but it is not especially insightful or original. The structure is logical but not always well coordinated or controlled (for instance, some transitions are weak or missing; paragraphs are not controlled through topic sentences). Paragraphs are mostly coherent; most examples are well chosen but discussion of them is not always sufficiently detailed. The essay is grammatically correct and mostly free of mechanical errors, but the prose is not particularly elegant or engaging. The essay is formatted properly and all sources are accurately cited. |

| | | |
|----------------|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 77-79 73-76 | B+ B | Adequate. The essay presents a thesis, but not an especially clear or suitable one; it does not follow through with a consistently well-supported position. It shows basic understanding of the goal(s) and concepts but misses, distorts, or misunderstands some aspects. The structure is loose in places, lacking clear topic sentences, effective transitions, or wandering off topic. Paragraphs sometimes lack unity, and examples are not always relevant or simply inserted without adequate discussion. The essay has a number of grammatical and/or mechanical problems, and the writing style is uncertain and obscure in places. The essay is not formatted properly and/or sources are not correctly cited. |
| 70-72 | B- | Poor/Failure. The essay does not present or argue consistently for a suitable thesis. It demonstrates some misunderstandings of the goal(s) and concepts; it paraphrases or summarizes instead of analyzing; its examples are simply inserted without proper connection to an overall position and without discussion. The essay lacks sufficient structure and moves from idea to idea without any apparent logic. Paragraphs are not unified. The essay has grammatical and mechanical errors and the style is generally faulty: phrases or sentences are frequently unintelligible. The essay is not formatted properly and/or sources are not correctly cited. |

Please note: All final grades are subject to the Dean's approval.

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:

<http://www.carleton.ca/cu0708uc/regulations/acadregsuniv.html>

General Academic Regulations of the University can be found here:

<http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

INSTRUCTIONAL OFFENCES

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/>

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. 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 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/>

CLASS SCHEDULE AND REQUIRED READINGS

Please note that the instructor reserves 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 via CULearn.

Fall 2018: Academic Skills Development

Week 1 - September 10: Welcome and Introductions

Week 2 – September 17: Being a Graduate Student

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

- Chapters 4 (Skills) and 5 (Organize) – pp. 29-56

Week 3 – September 24: Overview and Beginning Teaching

Workshop coordinated by the Educational Development Centre

Week 4 – October 01: Overview and Beginning Research

Guest Lecture by Janet Hempstead, Carleton Library

Bui, Y.N. (2014). How to Write a Master's Thesis. (2nd Ed.) Los Angeles: Sage.

- Chapter 2: Selecting a Research Topic (pp. 21 – 46)

Week 5 – October 04: Critical Reading and Writing

Guest Lecture by Beth Hughes, Centre for Initiatives in Education

Hjortshoj, K. (2001). The Transition to College Writing. Boston/New York: Bedford/St. Martin's

- Chapter 5: How to Stay on Top of it (pp. 127 – 151)

For Exercises 2 and 6: B.Y.O.A or Mountz, A., & Hiemstra, N. (2014). Chaos and crisis: Dissecting the spatiotemporal logics of contemporary migrations and state practices. *Annals of the Association of American Geographers*, 104(2), 382-390.

Thanksgiving (October 08 - NO CLASS)

Week 6: October 15: Designing your MA

Statement of Teaching Philosophy Due

Fall Break (October 22 – NO CLASS)

Week 7 – October 29: Applying to Graduate Programs and Scholarships

Week 8 – November 08: What is feminist research?

Harding, S. (1987). “Is There a Feminist Method.” In Sandra Harding Feminism and Methodology. Bloomington: Indiana University Press (pp. 1-14.)

Oakley, A. (1998). Gender, methodology and people's ways of knowing: Some problems with feminism and the paradigm debate in social science. *Sociology*, 32(4): 707-731.

Week 9 – November 12: Feminist Writings

Guest Lectures by Dr. Ummni Khan (Feminist Fiction) and Julie Lalonde (Social Media)

Belcher, W.L. (2009). Writing your Journal Article in 12 Weeks: A Guide to Academic Publishing Success. California: Sage

- Designing Your Plan for Writing (pp. 1-10)
- Reviewing the Related Literature (pp. 139-163)

Week 10 – November 19: Feminist Praxis

Spalter-Roth, R. and H. Hartmann. (1999). “Small Happinesses: The Feminist Struggle to Integrate Social Research with Social Activism.” In Sharlene Hesse-Biber, Christina Gilmartin, and Robin Lydenberg Feminist Approaches to Theory and Methodology: An Interdisciplinary Reader. New York: Oxford University Press (pp. 333-347.)

Week 11 – November 26: Feminist Futures

Research Topic Proposals due

Ahmed, S. (2003). “Feminist Futures,” In Mary Eagleton A Concise Companion to Feminist Theory. Oxford: Blackwell Publishing (pp. 236-255.)

Moore, N. (2007). Imagining Feminist Futures. In *Third Wave Feminism*. London: Palgrave Macmillan (pp. 125-141.)

Week 12 – December 03: Poster Presentations and Fall Wrap-Up

Research Topic Posters due

END OF FALL TERM - WINTER HOLIDAY

Winter Term 2019: Professional Development

Week 1 – January 07: The Significance of Peer Review

Week 2 – January 14: Research Supervision

The Supervisor Interview Exercise

Week 3 – January 28: Developing Your Professional Portfolio

Guest Lecture by Stacy Malloch, cuPortfolio Student Support

Peer Review Part 1 due by 12pm (noon) via CULearn

Week 4 – February 04: Feminist Research Ethics

Halse, C. & A. Honey. (2005). "Unravelling Ethics: Illuminating the Moral Dilemmas of Research Ethics," *Signs* 30(4): 2141-2162.

Hesse-Biber, S.N. 2014. Feminist Research Practice: A Primer. Los Angeles: Sage.

- Chapter 4: Ethics and Feminist Research

Week 5 – February 11: Your Academic Autobiography

Reflection on the Supervisor Interviews

Winter Reading Break – February 18 – NO CLASS

Week 6 - February 25: Interdisciplinarity & Intersectionality

Collins, P. H. (1986). Learning from the outsider within: The sociological significance of Black feminist thought. *Social problems*, 33(6), s14-s32.

Collins, P. H. (1999). Reflections on the outsider within. *Journal of Career Development*, 26(1), 85-88.

Grewal, I., & Kaplan, C. (2001). Global identities: Theorizing transnational studies of sexuality. *GLQ: A Journal of Lesbian and Gay Studies*, 7(4), 663-679.

Week 7 – March 04: Feminist Collaboration

Benson, K. and R. Nagar. (2006). Collaboration as Resistance? Reconsidering the Process, Products, and Possibilities of Feminist Oral History and Ethnography. *Gender, Place and Culture* 13(5): 581-92.

Christian, D. and V. Freeman. (2010). “The History of a Friendship, or Some Thoughts on Becoming Allies.” In Lynne Davis Alliances: Re/Envisioning Indigenous/Non-Indigenous Relationships. Toronto: University of Toronto Press (pp. 376-390.)

Singley, C.J. and E. Sweeney. (1998). “In League With Each Other: The Theory and Practice of Feminist Collaboration,” In Elizabeth Peck and Joanne Mink Common Ground: Feminist Collaboration in the Academy. SUNY Press (pp. 63-79.)

Week 8 – March 11: Grant Preparation and Writing

Peer Review Part 2 due

Week 9 – March 18: Academic Conferences

Academic Autobiography Presentations

Week 10 – March 25: Fierce Conversations

Workshop by Samah Sabra, Professional Development Officer, Office of Quality Initiatives

Week 11 – April 01: Job Applications, Cover Letters, and Interviews

Workshop by Career Services

Week 12 – April 08: Final Class – Wrap-up

Ethics Application and Informed Consent Form due