

WGS 463: Women's and Gender Studies Capstone
Spring 2012
Thursday 2:10-4:00
LA 138

Instructors: Beth Hubble and Ione Crummy, Co-Directors
Office: LA 138B
Office Hours: TR 11-12:30 (Prof. Hubble); MWF 10-11:00 (Prof. Crummy)

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Course Description: The Women's and Gender Studies Capstone is an opportunity for you to reflect on what you have learned across your women's and gender studies courses and to share those experiences with others. As such, during our first two meetings you will generate a list of topics and readings which the group will discuss during the following three sessions. However, we also want to encourage you to share what you've learned with those who might not have had the opportunity to learn about feminist issues. To facilitate this, you will develop a group presentation or project about a topic of your choice to be delivered/presented to an audience of your choice. For example, you might decide you want to discuss body image issues with junior high and/or high school students; the value of a women's and gender studies minor with freshman honors students; relationship violence with women and/or men living in the dorms; or political issues of contemporary significance (e.g., the potential impact of the newly elected Congress on women's and/or LGBT rights) at an open forum in the UC. Or, you might choose to design and display a photography exhibit about homeless women in Missoula; or, a produce and screen a documentary based on the Montana abortion project archive; or, write and perform a play about feminist activism in Missoula. The topic for your presentation may or may not overlap with one of the topics we discuss earlier in the semester. That's up to the group. Prior to your public presentation you will conduct a pilot presentation for the course instructors.

Readings: Two or three essays or book chapters on a given topic for each of three themes; topics and readings to be determined.

Grades:	Participation and Attendance:	20%
	Journal Entries:	40%
	Development and Participation in Group Project:	
	Peer Grade	10%
	Presentation Grade	30%

Journals: Keeping a journal on your readings can be a valuable experience. Journaling allows you to gather your thoughts prior to class, enabling you to be a better participant in class discussions. Journaling also helps you to identify recurring themes and thus to determine what topics are most important to you and which might be a good direction for your final project. Finally, journaling encourages you to link feminist scholarship to lived experience, or, to put it another way, it lets you connect the class reading with your own life. We want to encourage you to make connections between the class readings and your own concerns. However, we also need

to assign a grade to your journals, and to do that, we need to apply academic standards. Thus, we ask you to keep these guidelines in mind as you keep your journal:

Entries should be 3-5 typed, double-spaced pages, with one entry per “theme” class meeting, for a total of three entries totaling 9-15 pages. Each entry should do the following:

Summarize each reading, including the central argument or main points; what is the reading about?

Identify common themes or differing perspectives across the readings; how do the readings speak to one another?

Respond to the readings as a whole; what is important or interesting?

Connect the readings to your own life and/or contemporary issues; why does the reading matter?

Provoke further thought; pose a question for class discussion.

Journals will be collected in class on February 23, March 1, and March 8.

Group Projects: Group projects provide you with the opportunity to gain and share knowledge and insights on issue(s) related to women’s and gender studies. Several class sessions are set aside for you to work with your groups, however, the bulk of the work on the projects will be done outside of class. We expect that groups will meet frequently as they develop their projects. Each of you will bring different skills and strengths to your groups. Our hope is that you will work together in order to get the most of what each of you has to offer. In order to assess your participation fairly, we will ask you to grade one another on the consistency and quality of your contributions. We will also provide a grade based on our assessment of the final project.

Each group will be provided with a project check-list. Groups are responsible for completing all tasks on the checklist in a timely manner. Each student is responsible for submitting the completed checklist in class during the last class meeting, May 3.

Note: The Women’s Studies classroom will be available for group meetings during class hours on March 22, April 12, and April 19. The co-directors will be available by appointment for consultation throughout the semester.

Schedule:

- January 26: Introductions; Begin brainstorming about discussion themes and readings
Blackboard: 1) Introduce yourself; and 2) Propose topics and/or readings
- February 2: Create list of discussion themes and readings;
Bring potential readings to class. Finalize readings and themes.
- February 9: Finalize readings and themes.
- February 16: No class meeting; start your readings.
- February 23: Discuss first theme; *Journal Entry #1 Due in Class!*
Readings:
- March 1: Discuss second theme; *Journal Entry #2 Due in Class!*
Readings:
- March 8: Discuss third theme; *Journal Entry #3 Due in Class!*
Readings:
- March 15: Presentation Meeting One
Form groups and brainstorm about possible presentations/projects. By the end of this meeting each group will submit to the WGS Office a list of its members and a list of possible topics for presentation. In addition, all group members will exchange contact information and plan for their first out-of-class meeting. A presentation check-list will be provided.
- March 22: No class meeting; use this time to make progress on your group projects!
(Consult check-list for details.)
- March 29: Presentation Meeting Two:
Meet to discuss projects. By this point students will have met at least twice outside of class, determined the subject and format of their project, and confirmed the audience, date(s), and time for presenting the project. This meeting will provide the opportunity for groups to receive feedback from the directors and other class members.
- April 5: SPRING BREAK
- April 12: No class meeting; use this time to make progress on your group projects!
(Consult check-list for details.)
- April 19: No class meeting; use this time to complete work on your projects!
- April 26: Pilot Presentation of Project; plan to meet from 2:00 – 5:00 pm today!!!
- May 7: Peer Evaluations; Exit Interviews; Course Evaluations
(final exam time: Monday, May 7, 1:10-3:10)