

## WOMGEN 2000: Proseminar

Spring 2018  
Monday 3-5 pm  
Sever 204

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Office hours: Fridays in Boylston G34 by [online sign-up](#),  
or by appointment by contacting Deborah Valdovinos:  
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This seminar supports graduate students in becoming feminist scholars. The focus is twofold: research methodology and professional development. Readings, discussions, and assignments are designed to help students identify research strategies suited to the questions they wish to pursue in their dissertation research and develop a scholarly, teaching, and public intellectual profile in WGS studies. Topics and central themes include: feminist epistemologies; qualitative, quantitative, and humanistic research methods; research ethics; disciplinarity and interdisciplinarity; feminist scholarship in policy and public discourse; critical perspectives on the institutionalization of WGS studies; feminist pedagogy; and, journals and publishing.

This seminar is for graduate students. The course is open to graduate students in any of Harvard's schools. Enrollment is capped at 15 and declared Graduate Secondary Field students in Women, Gender, and Sexuality Studies receive priority admission.

### Course requirements and grading

10%	<b>Attendance and participation</b>
10%	<b>Class reading and discussion guide</b> ( <i>1 page, once during semester</i> )
30%	<b>Undergraduate course syllabus and materials</b>
10%	<b>Annotated bibliography</b> ( <i>8-10 references</i> )
15%	<b>Journal-based literature review</b> ( <i>5 pages</i> )
25%	<b>Methods essay</b> ( <i>~10 pages</i> )

## Overview of course requirements

The professor will provide detailed guidelines for each assignment. Stepping-stone assignments and opportunities for peer feedback and revision are built in to the course structure. Students are encouraged to tailor assignments to their research interests and disciplines, in consultation with the professor.

Students will be assessed in three major areas:

### 1. Class participation

- Attendance and participation in class and on the course discussion board. This includes attentive and engaged participation in in-class peer-review exchanges.
- 1-page reading guide and discussion questions for one seminar session during the course of the semester, due the previous Friday and posted to the course discussion board. You can select the date of your presentation on a first-come, first-serve basis; online sign-up will begin during the first week of classes.

### 2. Syllabus

- An undergraduate course proposal (1-2 pages), complete syllabus for a 12-week undergraduate seminar or lecture course, and two student assignment prompts.
- We will workshop syllabus and student assignment drafts in class.

### 3. Research methods

- A methods essay of ~10 pages (double-spaced, excluding notes and references). Draft will be workshopped in class. Depending on student stage/discipline, the format can be:
  - A dissertation proposal with an explicit focus on and critical analysis of relevant feminist research methods.
  - A methods piece on one's own dissertation research with explicit focus on and critical analysis of relevant feminist research methods.
  - Other, with approval.
- This assignment is supported by two scaffolding assignments:
  - A 5-page (double-spaced, excluding notes and references) "scoping" literature review of feminist and WGS scholarship in a mainstream journal in your field. Stepping stone assignment: Journal analysis worksheet due in class.
  - A short annotated bibliography of feminist methodological literature most relevant to your research (8-10 citations; bibliographies will be pooled as a class resource).

<b>Course schedule</b>			
<b>Date</b>	<b>Seminar</b>	<b>Practicum</b>	<b>Deadlines</b>
Jan. 22	Course Overview and Opening Discussion	---	
Jan. 29	Feminist Empiricism & Standpoint Theory	Feminist Pedagogy I	
Feb. 5	Trustworthiness, Objectivity, and Validation	Workshop: Basics of course and syllabus design	<i>Bring to class: 4 copies of 2-page draft of syllabus</i>
Feb. 12	Speaking For Others	Feminist Pedagogy II	
Feb. 26	Intersectionality I	Workshop: Designing assignments	<i>Bring to class: 4 copies of 1 draft course assignment</i>
Mar. 5	Intersectionality II	Feminist Pedagogy III	<i>Mar. 9: Complete syllabus package</i>
Mar. 19	Disciplinarity and Interdisciplinarity	Journals & Publishing I	
Mar. 26	Quantitative and Qualitative Methods in Feminist Research	Workshop: Journals and Academic Publishing	<i>Bring to class: Completed journal analysis worksheet Mar. 30: Annotated bibliography</i>
Apr. 2	Postmodernism, Poststructuralism, and Critical Theory	Journals & Publishing II	<i>April 6: Journal-based lit review</i>
Apr. 9	Participatory Action Research & Feminist Research Ethics	---	
Apr. 16	Feminist Scholars in the Contemporary Academy	---	<i>April 20: Draft of methods essay</i>
Apr. 23	---	Peer Workshopping: Research Proposals	<i>Bring to class: Peer comments on methods essays April 27: Final methods essay</i>

## Course Readings

### Unit 1: Feminist Epistemologies

#### Jan. 29 Feminist Empiricism & Standpoint Theory

- Anderson, "Feminist Epistemology: An Interpretation and a Defense"
- Collins, "The Politics of Black Feminist Thought"
- Scott, "The Evidence of Experience"
- Wylie, "Standpoint Matters"

#### **Pedagogy practicum:**

- Freire, "The 'Banking' Concept of Education"
- hooks, "Engaged Pedagogy"

#### Feb. 5 Objectivity

- Haraway, "Situated Knowledges"
- Harding, "Rethinking Standpoint Epistemology: What is 'Strong Objectivity'?"
- Longino, "Subjects, Power, and Knowledge"
- Scheman, "Epistemology Resuscitated: Objectivity as Trustworthiness"

#### **Pedagogy practicum:**

- Review: "Designing Your Course," Bok Center for Teaching & Learning
- *Bring to class: 4 copies of 2-page draft of syllabus*

#### Feb. 12 Speaking For Others

- Alcoff, "The Problem of Speaking for Others"
- DuCille, "The Occult of True Black Womanhood"
- Fricker, "Hermeneutical Injustice," from *Epistemic Injustice*
- Mohanty, "Under Western Eyes: Feminist Scholarship and Colonial Discourses"

#### **Pedagogy practicum:**

- Bailey and Miller, "When Margins Become Centered: Black Queer Women in Front and Outside of the Classroom"
- Lazos, "Are Student Teaching Evaluations Holding Back Women and Minorities?"

### Unit 2: Feminist Scholarly Interventions: Theory and Methodology

#### Feb. 26 Intersectionality I

- Crenshaw, "Demarginalizing the Intersection of Race and Sex"
- Davis, "Intersectionality as buzzword"
- Hancock, "When Multiplication Doesn't Equal Quick Addition: Examining Intersectionality as a Research Paradigm"

- McCall, "The Complexity of Intersectionality"

**Pedagogy practicum:**

- Review: "Taxonomies of Learning," "Formative and Summative Assessments" and "Assignment Modalities," Bok Center for Teaching & Learning
- *Bring to class: 4 copies of 1 draft course assignment for your class (1 page)*

Optional: Feminist pedagogical reflections on assignments

- Cravey and Petit, "A Critical Pedagogy of Place: Learning through the Body"
- Dean, "Teaching Feminist Activism"

**Mar. 5 Intersectionality II**

- Duong, "What Does Queer Theory Teach Us about Intersectionality?"
- Gunnarsson, "A Defense of the Category 'Women'"
- May, "'Speaking into the Void'? Intersectionality Critiques and Epistemic Backlash"
- Nash, "Re-thinking intersectionality"

**Pedagogy practicum:**

- Bailey, "Tracking Privilege-Preserving Epistemic Pushback in Feminist and Critical Race Philosophy Classes"
- Halberstam, "Trigger Happy: From Content Warning to Censorship"

*March 9: Syllabus package due (see guidelines)*

**Mar. 19 Disciplinarity and Interdisciplinarity**

- Chakravarty & Frank, "Abstracting Academic Feminist Aspirations: What Do Doctoral Dissertation Abstracts (1995-2010) Say About an Emergent Interdisciplinary Field?"
- Dotson, "How is this paper philosophy?"
- Friedman, "(Inter)Disciplinarity and the Question of the Women's Studies Ph.D."
- Pryse, "Critical Interdisciplinarity, Women's Studies, and Cross-Cultural Insight"
- Wiegman, "Women's Studies: Interdisciplinary Imperatives, Again"

**Journals and publishing practicum:**

- Lamont, *How Professors Think: Inside the Curious World of Academic Judgment* (survey, esp. Ch. 1 "Opening the Black Box of Peer Review" and Ch. 3 "On Disciplinary Cultures")
- Mott and Cockayne, "Citation Matters"

**Mar. 26 Quantitative and Qualitative Methods in Feminist Research**

- Boyd, "Elizabeth Kennedy's oral history intervention"
- Else-Quest and Hyde, "Intersectionality in Quantitative Psychological Research: II. Methods and Techniques" (Optional/background: "Intersectionality in Quantitative Psychological Research: I. Theoretical and Epistemological Issues")
- Jayaratne and Stewart, "Quantitative and Qualitative Methods in the Social Sciences"

- Scott and Siltanen, "Intersectionality and quantitative methods: assessing regression from a feminist perspective"
- Serido and Joseph, "Challenging Assumptions: Crossing Disciplinary Divides to Make Knowledge about Gender and Finance"

**Journals and publishing practicum: Workshop**

- *Bring to class: Completed journal analysis worksheet*

*March 30: Annotated bibliography due (see guidelines)*

**Apr. 2 Postmodernism, Poststructuralism, and Critical Theory**

- Butler & Scott, Introduction to Feminists Theorize the Political
- Grosz, "The Practice of Feminist Theory"

Read one of the following and post a 1-paragraph reflection over the weekend on our discussion board for this session putting it in dialogue with the Grosz and Butler & Scott readings

- Canning, "Feminist History after the Linguistic Turn: Historicizing Discourse and Experience"
- Fraser and Nicholson, "Social Criticism without Philosophy: An Encounter between Feminism and Postmodernism"
- Haraway, "A Cyborg Manifesto"

Recommended: Survey the talks given over the last decade of the Duke Feminist Theory Workshop

**Journals and publishing practicum:**

- Sarsons, "Recognition for group work: gender differences in academia"
- The Hypatia Affair (read Wikipedia overview)

Selected recommended readings:

- Walters, "Academe's Poisonous Call-Out Culture"
- Åsta, "Reflections on Feminist Methodology in Light of the Hypatia Affair"
- Tuvel's paper, "In Defense of Transracialism"

*April 6: Journal-based literature review due (see guidelines)*

**Apr. 9 Participatory Action Research & Feminist Research Ethics**

- Ghodsee, "Research, Collaboration, and intelligence: When governments take an interest in Feminist ethnography"
- Jordan, Gust, and Scheman, "The Trustworthiness of Research: The Paradigm of Community-Based Research"
- Lawston and Minors, "Ending Our Expertise: Feminists, Scholarship, and Prison Abolition"

- Maguire, "Feminist Participatory Research"
- TallBear, "Standing With and Speaking as Faith: A Feminist-Indigenous Approach to Inquiry"
- Thorne, "'You Still Takin' Notes?' Fieldwork and Problems of Informed Consent"

### **Unit 3: Being a Feminist Scholar**

#### **Apr. 16 Feminist Scholars in the Contemporary Academy**

- Adsit et al., "Affective Activism: Answering Institutional Productions of Precarity in the Corporate University"
- Ahmed, "An Affinity of Hammers"
- Harney & Moten, "The University and the Undercommons" (pg. 22-43)
- Mountz et al., "For Slow Scholarship"
- Musser, "Specimen Days: Diversity, Labor, and the University"

Additional recommended readings:

- Ahmed, Introduction to *On Being Included: Racism and Diversity in Institutional Life*
- Moses and Chang, "Toward a Deeper Understanding of the Diversity Rationale"
- Sparke, "A Neoliberal Nexus"

*April 20: Methods essay draft due (see guidelines)*

#### **Apr. 23 Peer Workshopping Methods Essays & Next Steps Presentations**

*See: Guidelines for Peer Review and Next Steps Presentations*

*April 27: Methods essay due (see guidelines; upload to course dropbox)*

Note: See course website for additional recommended readings for professional development and feminist methodologies.