Gen&WS 861: Gender and Women’s Studies as an Interdisciplinary Field and Profession

To be offered in 2023-24 and beyond

Instructor:
Office hours: Tuesdays, 1:15-3:00, and by appointment, 3327 Sterling
Email: atripp@wisc.edu

Seminar Time: Tuesdays from 3-4:30pm
Location: 3401 Sterling Hall

1-Credit Graduate Seminar: This course meets face-to-face once a week for one-and-a-half hours. As a graduate seminar, students will be expected to prepare for the class for at least 3 hours for every class period.

Canvas Course URL: TBD
Requisite: Graduate or professional standing.

COURSE DESCRIPTION
Introduces gender and women’s studies as an interdisciplinary area of study and a profession. Reviews the profession, both academic and non-academic. Explores issues both broad (e.g., professional development) and narrow (e.g., obtaining research grants) that are of interest to those building professional careers with a Gender and Women’s Studies Ph.D. Provides an orientation to basic features of scholarly life as well as some professional options outside of academia, and allows students to become acquainted with a variety of our faculty. Explores formation of independent perspectives on gender and women’s studies as an interdisciplinary academic field and profession.

LEARNING OUTCOMES
- Foster ethical and professional conduct.
- Prepare for a range of careers in academia.
- Acquire an understanding of what it takes to become a professional in the field of gender and women’s studies through engaging one another, the faculty in the department, outside speakers, as well as through readings and critical reflection through writing.

REQUIRED COURSE MATERIALS – Course packet based on readings below

GRADING
The final grade for the seminar will be determined as follows: 50% for class participation and advance comments, 50% for attendance of colloquia and workshops and the related papers. The final grade is not curved.
Grading Rubric (see details below)

50% Active participation in seminar discussion
30% Writing 1-2 questions on Canvas before each class
20% 2-page ethnographic account
20% One-page description of interview with speaker and their presentation

Participation Rubric

<table>
<thead>
<tr>
<th>Points</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of contribution</td>
<td>Always well-prepared for class; shows critical thought; poses questions; moves dialogue forward; stays on topic; engages with both instructor and classmates</td>
<td>Well-prepared for class most of the time; shows effort in critical thinking; poses questions; helps move dialogue forward; often stays on topic; shows effort to engage with both instructor and classmates</td>
<td>Sometimes well-prepared for class; makes attempts to engage in critical thought; makes attempts to move dialogue forward; sometimes goes off topic; shows some effort to engage with instructor and classmates</td>
<td>Rarely prepared for class; few attempts to engage in critical thought; seldom moves dialogue forward; often goes off topic; shows little effort to engage with instructor and classmates</td>
<td>Almost never prepared for class; does not attempt to engage in critical thinking; does not move dialogue forward; purposes goes off topic; does not engage with instructor or classmates</td>
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<tr>
<td>Frequency of contribution</td>
<td>Always</td>
<td>Most of the time</td>
<td>Sometimes</td>
<td>Rarely</td>
<td>Never</td>
</tr>
<tr>
<td>Respect of ground rules</td>
<td>Always</td>
<td>Most of the time</td>
<td>Sometimes</td>
<td>Rarely</td>
<td>Never</td>
</tr>
</tbody>
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COURSE REQUIREMENTS

- Reading the assigned texts in advance, writing 1-2 questions on Canvas in advance of the seminar for everyone to read including the guest speaker. These comments should be posted on Canvas by 4 pm the day before the seminar.
- Active participation in the discussion. Graduate students will be required to attend the Center for Research on Gender colloquium held every third Thursday at 3:45 pm, job talks in the department, and at least two other speakers (in another department, preferably in the area of concentration) on a topic related to gender and women’s studies throughout the semester.
- A two-page ethnographic account, single-spaced, reflecting on the process by which ideas are exchanged and developed in different corners of the academy and assessing what you find most and least effective. Due on the last day of class and should be uploaded to the Canvas website.
• Students meet with at least one outside speaker during the semester. Students should write up a statement about the speaker, their meeting, and the presentation. That statement should be one page or less. This should be turned in together with the ethnographic account of academic exchanges.

CANVAS
• All written material should be submitted on Canvas
• All readings except for the books are available through Canvas.

ACADEMIC CALENDAR & RELIGIOUS OBSERVANCES
• See: https://secfac.wisc.edu/academic-calendar/#religious-observances

ACADEMIC INTEGRITY
By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary action include, but is not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.
https://conduct.students.wisc.edu/syllabus-statement/

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES
The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student’s educational record, is confidential and protected under FERPA.
https://mcburney.wisc.edu/instructor/

DIVERSITY & INCLUSION
Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.
The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world. https://diversity.wisc.edu/

SYLLABUS

Week
1. Gender and Women’s Studies as an Interdisciplinary Field

2. Making the Most of Graduate School
   Guest: Pernille Ipsen
   - Cultivating Authority as a Female Grad Student https://www.insidehighered.com/news/2013/09/16/columbia-professor-raises-some-eyebrows-his-frank-approach-would-be-doctoral
   - Imposter Syndrome is Definitely a Thing https://www.chronicle.com/article/Impostor-Syndrome-Is/238418
   - Wilson, Rick. 2014. “Advice to Graduate Students from a Faculty Member." https://rkwrice.wordpress.com/2014/06/10/advice-to-graduate-students-from-a-faculty-member/

3. The Dissertation
   Guest: Maria Lepowsky

4. Writing Well and Strategies for Publishing
   Guest: Aili Tripp


5. **How to Build an Effective Presentation: Strategies for Research**  
   Guest: James McMaster


6. **Finding Financial Support**  
   Guest: Aili Tripp

     http://www.ssrc.org/workspace/images/crm/new_publication_3/{7a9cb4f4-815f-de11-bd80-001cc477ec70}.pdf

7. **Feminist Teaching Pedagogies**  
   Guest: Janet Hyde

     https://mtle.wisc.edu/

8. **Fostering Inclusivity in Teaching and Mentoring**  
   Guest: Keisha Lindsay

   • Want to Reach All of Your Students? Here’s How to Make Your Teaching More Inclusive  
     https://www.chronicle.com/interactives/20190719_inclusive_teaching

9. **Managing Time (Life, and Everything Else!)**  
   Guest: Chris Garlough

   • “Tag Archives: Work Life Balance”  
     https://www.chronicle.com/blogs/profhacker/tag/work-life-balance

10. **Feminist Ethics**  
    Guest: Annie Menzel

11. Making the Most of Conferences: Networking
   Guest: Judy Houck

   - Kelsky, Karen. How to Work the Conference, Parts One, Two, Three  
     [https://theprofessorisin.com/?s=How+To+Work+the+Conference+part+two&x=0&y=0](https://theprofessorisin.com/?s=How+To+Work+the+Conference+part+two&x=0&y=0)
     [https://theprofessorisin.com/?s=How+To+Work+the+Conference+part+three&x=0&y=0](https://theprofessorisin.com/?s=How+To+Work+the+Conference+part+three&x=0&y=0)

12. Promoting Your Work in Social Media, Blogs, Vlogs, etc.
   Guest: Sami Schalk


13. Early Steps to Prepare for the Job Market
   Guest: Jenny Higgins


14. Professional Development for Academia and Outside It
   Guest: Katrin Wilde, Executive Director, Channel Foundation
- Explore versatilephd.com (UW-Madison is a member so you should have access)
- Individual Development Plans: https://grad.wisc.edu/pd/idp/

15. Wrap-up