



Gender and Women's Studies

UNIVERSITY OF WISCONSIN-MADISON

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

Discussion participation rubric					
Points	5	4	3	2	1
Quality of contribution	Always well-prepared for class; shows critical thought; poses questions; moves dialogue forward; stays on topic; engages with both instructor and classmates	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	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	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	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
Frequency of contribution	Always	Most of the time	Sometimes	Rarely	Never
Respect of ground rules	Always	Most of the time	Sometimes	Rarely	Never

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

- Clay, Chad K. and Andrew P. Owsiak. 2014. "What to Expect in Graduate School: A Primer." <http://quantitativepeace.com/blog/2014/09/what-to-expect-in-graduate-school-a-primer.html>
- 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>
- Flaherty, Colleen. 2013. "If You Want to Be My Student." <https://www.insidehighered.com/news/2013/09/16/columbia-professor-raises-some-eyebrows-his-frank-approach-would-be-doctoral>
- 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

- Gina Barreca. 2011. "6 Easy – and Not So Easy – Pieces of Advice for Grad Students." *CHE*. May 28. <<http://chronicle.com/blogs/brainstorm/6-easy-and-not-so-easy-pieces-of-advice-for-grad-students/33730>>
- Charles Tilly. 2006. "[Selecting a Dissertation Topic: Range and Scope](#)" <<http://essays.ssrc.org/tilly/wp-content/uploads/2008/05/tilly-selecting-dissertation-topic.ppt>>
- Charles Tilly. 2003. "AN ALL-PURPOSE QUESTIONNAIRE FOR RESEARCH PROPOSALS", https://orgtheory.files.wordpress.com/2018/10/tillyquestionnaire_2003.doc
- "The planning fallacy: Why you miss your deadlines and how you can stop" <https://medium.com/the-mission/the-planning-fallacy-why-you-miss-your-deadlines-and-what-to-do-about-it-db5e162307b7>

4. Writing Well and Strategies for Publishing

Guest: Aili Tripp

- Becker, Howard S. *Writing for Social Scientists: How to Start and Finish Your Thesis, Book, or Article: Second Edition*. Chicago: University of Chicago Press, 2007.
- Robert Boice, *Professors as Writers: A Self-Help Guide to Productive Writing* Stillwater, OK: New Forums Press, 1990).

5. How to Build an Effective Presentation: Strategies for Research

Guest: James McMaster

- Gallo, Carmine. "11 Presentation Lessons You Can Still Learn from Steve Jobs," Oct 2, 2012. <https://www.forbes.com/sites/carminegallo/2012/10/04/11-presentation-lessons-you-can-still-learn-from-steve-jobs/#68796724dde3>

6. Finding Financial Support

Guest: Aili Tripp

- Adam Przeworski and Frank Salomon. 1995. "The Art of Writing Proposals: Some Candid Suggestions for Applicants to Social Science Research Council Competitions." http://www.ssrc.org/workspace/images/crm/new_publication_3/{7a9cb4f4-815f-de11-bd80-001cc477ec70}.pdf

7. Feminist Teaching Pedagogies

Guest: Janet Hyde

- Robert Boice. 1991. "Quick Starters: New Faculty Who Succeed." *New Directions for Teaching and Learning* 48: 111-21.
- <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

- Hamsa Rajan, "The Ethics of Transnational Feminist Research and Activism: An Argument for a More Comprehensive View," *Signs: Journal of Women in Culture and Society* 2018 43:2, 269-300.

- Tina Miller, Maxine Birch, Melanie Mauthner, Julie Jessop, Eds. *Ethics in Qualitative Research*. Los Angeles: Sage, 2012.
- Hilde Lindemann, *An Invitation to Feminist Ethics*, Oxford: Oxford University Press, 2019.

11. Making the Most of Conferences: Networking

Guest: Judy Houck

- Whitaker, Manya. "How to Get the Most Out of a Conference," *Chronicle of Higher Education*, March 26, 2018. <https://www.chronicle.com/article/How-to-Get-the-Most-Out-of-a/242914>
- Kelsky, Karen. How to Work the Conference, Parts One, Two, Three
- <https://theprofessorisin.com/2011/08/17/how-to-work-the-conference-part-one-of-two/>
- <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>

12. Promoting Your Work in Social Media, Blogs, Vlogs, etc.

Guest: Sami Schalk

- Bond, Sarah E. and Kevin Gannon. "Public Writing and the Junior Scholar," *The Chronicle of Higher Education*, October 15, 2019. <https://www.chronicle.com/article/Public-Writingthe-Junior/247342>
- Miah, Andy, "The A to Z of Social Media For Academia," *Times Higher Education*, October 28, 2019. <https://www.timeshighereducation.com/a-z-social-media>
- Rampelt, Carina, "A Beginner's Guide to Academic Podcasting," *Global Academy Jobs*. January 21, 2019. <https://blog.globalacademyjobs.com/a-beginners-guide-to-academic-podcasting/>

13. Early Steps to Prepare for the Job Market

Guest: Jenny Higgins

- Daniel S. Hamermesh. 2011. "10 Tips for Junior Faculty." *Insider Higher Ed*. May 25. http://www.insidehighered.com/advice/2011/05/25/10_tips_for_junior_faculty_members
- Evelyn M. Simien. 2002. "On the Market: Strategies for the Successful Job Candidate." *PS* 35:581-3.

14. Professional Development for Academia and Outside It

Guest: Katrin Wilde, Executive Director, Channel Foundation

- Explore [versatilephd.com](https://www.versatilephd.com) (UW-Madison is a member so you should have access)
- Individual Development Plans: <https://grad.wisc.edu/pd/idp/>

15. Wrap-up

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