



ARIZONA STATE UNIVERSITY

## GENERAL STUDIES COURSE PROPOSAL COVER FORM

## Course information:

Copy and paste **current** course information from [Class Search/Course Catalog](#).

College/School	New College of Interdisciplinary Arts and Sciences	Department	School of Humanities, Arts & Cultural Studies
Prefix	<b>HRC</b>	Number	<b>480</b>
Title	Capstone: Practices and Approaches		
Units:	3		

Is this a cross-listed course? No If yes, please identify course(s) N/A

Is this a shared course? No If so, list all academic units offering this course N/A

Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of **each** department that offers the course is required for **each** designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.

Is this a permanent numbered course with topics? No

If yes, all topics under this permanent numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

Chair/Director Initials

N/A  
(Required)

Course description: **Examines theoretical, methodological and epistemological issues in American studies, women and gender studies, and ethnic studies. Studies a wide variety of interdisciplinary theories, methodologies and epistemologies from an intersectional analysis of race, class, gender and sexuality in national and transnational contexts. Places special emphasis on historical definitions and debates on the relationship among theory, activism and praxis.**

Requested designation: Literacy and Critical Inquiry-L

Mandatory Review: No

Note- a **separate** proposal is required for each designation.

## Eligibility:

Permanent numbered courses must have completed the university's review and approval process.

For the rules governing approval of omnibus courses, contact [Phyllis.Lucie@asu.edu](mailto:Phyllis.Lucie@asu.edu).

## Submission deadlines dates are as follow:

For Fall 2016 Effective Date: October 1, 2015

For Spring 2017 Effective Date: March 10, 2016

## Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

## Checklists for general studies designations:

Complete and attach the appropriate checklist

- [Literacy and Critical Inquiry core courses \(L\)](#)
- [Mathematics core courses \(MA\)](#)
- [Computer/statistics/quantitative applications core courses \(CS\)](#)
- [Humanities, Arts and Design core courses \(HU\)](#)
- [Social-Behavioral Sciences core courses \(SB\)](#)
- [Natural Sciences core courses \(SO/SG\)](#)
- [Cultural Diversity in the United States courses \(C\)](#)
- [Global Awareness courses \(G\)](#)
- [Historical Awareness courses \(H\)](#)

## A complete proposal should include:

- ☒ Signed course proposal cover form
- ☒ Criteria checklist for General Studies designation(s) being requested
- ☒ Course catalog description
- ☒ Sample syllabus for the course
- ☒ Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

## Contact information:

Name C. Elenes E-mail [elenes@asu.edu](mailto:elenes@asu.edu) Phone 602-543-3315

## Department Chair/Director approval: (Required)

Chair/Director name (Typed): Louis Mendoza Date: 9/30/16

Chair/Director (Signature):

-  \_\_\_\_\_

**Arizona State University Criteria Checklist for**  
**LITERACY AND CRITICAL INQUIRY - [L]**

**Rationale and Objectives**

Literacy is here defined broadly as communicative competence—that is, competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills that have little to do with language in the usual sense (words), but the analysis of written and spoken evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skill levels become more advanced, as well as more secure, as the student learns challenging subject matter. Thus, two courses beyond First Year English are required in order for students to meet the Literacy and Critical Inquiry requirement.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [L] CRITERIA			
TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>CRITERION 1:</b> At least 50 percent of the grade in the course should depend upon writing assignments (see Criterion 3). Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report. <i>In-class essay exams may not be used for [L] designation.</i>	Course Syllabus, pp. 2-3 Handouts 1, 2, 3
1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.			
2. <b>Also:</b> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; margin: 10px auto; width: 80%;"> <p>Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "C-1".</p> </div> <p>C-1</p>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>CRITERION 2:</b> The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.	Course Syllabus, pp. 2-3 Handouts 1, 2, 3, 4
1. Please describe the way(s) in which this criterion is addressed in the course design.			
2. <b>Also:</b> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; margin: 10px auto; width: 80%;"> <p>Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "C-2".</p> </div> <p>C-2</p>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>CRITERION 3:</b> The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity. Substantial writing assignments entail sustained in-depth engagement with the material. Examples include research papers, reports, articles, essays, or speeches that reflect critical inquiry and evaluation. Assignments such as brief reaction papers, opinion pieces, reflections, discussion posts, and impromptu presentations are not considered substantial writing/speaking assignments.	Course Syllabus, pp. 2-3 Handouts 1, 2, 3, 4, 5
1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements			
2. <b>Also:</b> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; margin: 10px auto; width: 80%;"> <p>Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "C-3".</p> </div> <p>C-3</p>			

## ASU - [L] CRITERIA

YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>CRITERION 4:</b> These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed.</i>	Syllaubs pp 2-3 Handouts 2, 4
1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 20px; margin: 20px auto; width: 80%;"> <p>Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "<b>C-4</b>".</p> </div>			

C-4

Course Prefix	Number	Title	General Studies Designation
HRC	480	Capstone: Practices and Approaches	L

Explain in detail which student activities correspond to the **specific** designation criteria.  
Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
C1	Over 90% of the grade results from written assignments. And 70% of these assignments fulfill the Literacy criteria.	<p>Book review: Students write a review of an academic monograph. This assignment counts for 30% of their grade. The review is 800 words (approximately 3 pages double spaced). See Syllabus p. 2</p> <p>Research Proposal: Students write a 10 page research proposal outlining their project. Accounts for 10% of the grade. See Syllabus pp. 2-3</p> <p>Research Paper: Students write a 20 page research paper. Accounts for 30% of their grade. (Adding the proposal and draft of the theoretical framework results in 40% of the grade based on research). See Syllabus page 3</p> <p>Also see Handouts 1, 2, 3</p>
C2	Writing assignments involve gathering, interpreting, and evaluating evidence.	<p>Book review: Students critically examine how academic monographs develop feminist, critical, or racial theories and provide criticism based on evidence from the book. See Syllabus p. 2</p> <p>Research Paper: Students write a research paper where they apply a methodological and theoretical framework; they gather, interpret and evaluate evidence based on the theoretical framework and data gathered. The conclusions must be drawn from the data. See Syllabus p. 3</p> <p>Evidence: See Handouts 1, 2, 3, 4</p>
C3	The book review and research paper are based on in-depth writing.	<p>Book Review: The book review is an in-depth critical analysis of an academic monograph.</p> <p>Research Paper: Students must first explain the purpose and significance of their research in the proposal. For the final paper, students must research the topic and provide background information, develop a theoretical and methodological framework, conduct a literature review, analyze the data, follow feminist research self-reflective practices, draw conclusions from the data, and properly use a citation manual.</p> <p>Evidence: Handouts 1, 2, 3, 4, 5</p>

C4	Two specific assignments are designed for feedback in order for the students to learn how to design and develop a research project.	<p>Research Proposal: The research proposal is due February 18. In one week students get their proposal back with feedback on how to improve or polish their research project. The students must incorporate the feedback in their final research paper. See Syllabus p. 7</p> <p>Theoretical framework: Students must turn in the draft of their theoretical framework by mid-April and include feedback and corrections in the final paper. See Syllabus p. 9</p>
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School of Humanities, Arts & Cultural Studies  
HRC 480: Capstone: Practices and Approaches  
Spring 2016. Class #19052  
6:00 to 8:45 pm., SANDS 303

C. Alejandra Elenes, Ph.D.  
Office: FAB N 215  
e-mail: [Elenes@asu.edu](mailto:Elenes@asu.edu)  
Office hours: Thursdays 4:00 – 5:00 pm or by appointment  
602-543-3315

**COURSE DESCRIPTION:**

This course examines theoretical, methodological, and epistemological issues in American studies, women and gender studies, and ethnic studies. We study a variety of interdisciplinary theories, methodologies, and epistemologies from an intersectional analysis of race, class, gender, and sexuality in national and transnational contexts. Special emphasis is placed on historical definitions and debates on the relationship between theory, activism, and praxis.

**COURSE OBJECTIVES and LEARNING OUTCOMES:**

1. Understand and define the meanings of critical theory, methodology, and epistemology from local and global perspectives.
2. Understand how theories are conceptualized and how they operate in everyday life.
3. Learn to critically analyze critical theories, methodologies, and epistemologies.
4. Learn how to apply theories in American studies, feminism, and ethnic studies to examine the social and structural position of a variety of social groups such as women, ethnic minorities, and GLBT in North America and different societies, and understand the relationship between critical theory and struggles for social justice and change. **C-2**
5. Learn how to conduct a research paper that will prepare you for graduate school, or can be applied in community settings, non-profits and the public and private sector. **C-3**

**REQUIRED TEXTS:**

- Lipsitz, George. (2001). *American Studies in a moment of danger*. Minneapolis: University of Minnesota Press.
- McCann, Carole E. & Seung-Kyung, Kim, Eds. (2013). *Feminist theory reader: Local and global perspectives*, 3<sup>rd</sup> Edition. New York: Routledge.
- Sullivan, Shannon & Tuana, Nancy, Eds. (2007). *Race and epistemologies of ignorance*. Albany: State University of New York Press.



- Swarr, Amanda Lock & Nagar, Richa, Eds. (2010). *Critical transnational praxis*. Albany: State University of New York Press.

There are additional readings posted on Blackboard.

#### COURSE FORMAT:

This is a seminar where students are expected to actively participate in class discussion. In order to do so, EVERYONE, must come to class prepared. To achieve this goal, each class you must turn in a 1-2 page critical summary of the readings assigned for that class. (This assignment is discussed in more detail below).



#### COURSE REQUIREMENTS:

**Attendance:** All students are expected to come and participate in class discussion. This means arriving to class on time, not leaving early, and participating in the discussion of the readings. If you must miss class, or need to leave early once in a while, please let me know. Only real emergencies will credit a student's absence. **Points 10.**

**Discussion Papers:** Every week you must come to class with a 1-2 page response paper of the assigned readings for that class. Find threads within the readings, or bring up theoretical issues that you find interesting or intriguing and would like to discuss. There are a total of 12 discussion papers, and they are due weekly (no exceptions or excuses). **Late papers will not be accepted.** The papers will NOT have an individual numerical or letter grade per se; they are graded as a whole on whether you turn them in or not. Yet, I will give you weekly feedback on the papers. **Points 20 (in total).**

**Book Review:** Each student will select a book from a list provided. You will write an 800 word report **C-1** on the **significant C-2** (or not) theoretical discussions the author advances. **C-3**

Further guidelines will be given during the semester. Please choose your book soon so you can get started working on the review. **Points 30. C-1**

**Research Paper:** Each student will select a topic on any aspect of their area of concentration: American studies, women and gender studies or ethnic studies that they want to examine by applying critical theories, methodologies, and epistemologies. **C-1**

The paper is divided into three parts that will be turned in separately during the semester so I can give you feedback. At the end of the semester every student will turn in a 20-page paper. **C-4**

The three grades parts of the paper are:

**Proposal:** Students will turn in a 5-page proposal explaining the purpose and scope of the paper. **C-1**

For a proposal you need to have done preliminary research, including background information relevant for your topic. The proposal should include a bibliography as complete as possible (approximately 10 entries). **Points 10. C-3**

**Elaboration on Theoretical/Methodological Section:** This section is intended as an elaborate draft of the theoretical/methodological section of the paper. This is usually the most difficult part of a research paper, therefore, you will benefit from early feedback. The purpose of the feedback is to incorporate changes and improvements in the final paper. **Points 10. C-4**

**Final complete research paper:** Basically this is the complete paper with an introduction, background information on the topic, elaboration on the theoretical framework and methodology used in the paper, analysis of the topic based on theory, elaboration on the methodology and application. **C-2 and C-3**

Detailed instructions on how to write the paper will be given at the beginning of the semester.

The paper is 20-pages long, typed, double-spaced. Use the manual that best suits your paper (APA, Chicago, or MLA). **C-1**

For those of you who are planning to go to graduate school (especially in interdisciplinary areas such as American studies, women and gender studies, and ethnic studies) this paper can be the basis for your writing sample. Students who wish to work in community settings, might want to write an “applied project.” **Points 20. (Notice that the points for the whole paper are 40).**

#### **Grading Scale:**

97-100 points	A+	82-80 points	B-
93-96 points	A	77-79 points	C+
92-90 points	A-	76-70 points	C
87-89 points	B+	69-60 points	D
83-86 points	B	59-00 points	E

**Participation Guidelines.** This course is designed as a seminar and your participation is necessary. In this class we will do extensive reading, discussion, and analysis. A high quality discussion will benefit everyone and in order to do so it is important to come prepared to class by completing all the assigned readings. A high level discussion requires listening to others, to ask critical questions, share experiences, and challenge ideas presented in class in a respectful manner. You should also be ready to analyze, interpret, synthesize, and deconstruct the ideas, concepts, assumptions, and implications presented in the readings. This is a collaborative seminar, and I am looking forward to work and learn with you.

Students are entitled to receive instruction free from interference by other members of the class. If a student is disruptive, an instructor may ask the student to stop the disruptive behavior and warn the student that such disruptive behavior can result in withdrawal from the course. An instructor may withdraw a student from a course when the student's behavior disrupts the educational process under USI 201-10 (<http://www.asu.edu/aad/manuals/ssm/ssm201-10.html>).

As the instructor I can define what constitutes appropriate classroom behavior. Given the content of this course, it stands to reason that students will disagree with each other. However, we need to learn how to make arguments to support our position and maintain a cordial atmosphere and use tact in expressing differences of opinion. The instructor will deal with inappropriate discussion immediately, and students will be notified privately that their behavior and interaction in the class was inappropriate. Student access to the course Send Email feature may be limited or removed if an instructor feels that students are sending inappropriate electronic messages to other students in the course. While the instructor or ASU cannot control what you post on social media, such as Facebook, Twitter, or Tumblr (except those sanctioned by ASU) please think before you post something about a classmate or colleague that can violate privacy or can be hurtful.

### **Guidelines for Dealing with Disruptive Students**

Disruptive student guideline can be found at,  
<http://usenate.asu.edu/problems/disruptive>

### **Student Code of Conduct and Student Disciplinary Procedures**

<http://www.asu.edu/aad/manuals/usi/usi104-01.html> is the web address for the full text of the Student Code of Conduct and Student Disciplinary Procedures.

### **Student Academic Integrity Policy**

<http://provost.asu.edu/academicintegrity> is the web address for the full text of the Student Academic Integrity Policy

### **Title IX**

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually

assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

**As a mandated reporter**, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish discuss any concerns confidentially and privately.

### **Reasonable Accommodations for Students with Disabilities**

The Disability Resource Center (DRC) provides information and services to students with any documented disability who are attending New College. Individualized program strategies and recommendations are available for each student, as well as current information regarding community resources. Students also may have access to specialized equipment and supportive services and should contact the instructor for accommodations that are necessary for course completion. Please refer to the web site at <http://www.west.asu.edu/sa/drc/> or contact the DRC at (602) 543-8145.

**Academic Integrity:** “The highest standards of academic integrity are expected of all students. The failure of any student to meet these standards may result in suspension or expulsion from the university and/or other sanctions as specified in the academic integrity policies of the individual academic unit. Violations of academic integrity include, but are not limited to, cheating, fabrication, tampering, plagiarism, or facilitating such activities. The university academic integrity policy is available from the Academic Programs and Graduate Studies Office. Unit academic integrity policies are available from the deans of the individual academic units.”

### **Course/Instructor Evaluation**

The course/instructor evaluation for this course will be conducted online 7-10 days before the last official day of classes of each semester or summer session. Your response(s) to the course/instructor are anonymous and will not be returned to your instructor until after grades have been submitted. The use of a course/instructor evaluation is an important process that allows our college to (1) help faculty improve their instruction, (2) help administrators evaluate instructional quality, (3) ensure high standards of teaching, and (4) ultimately improve instruction and student learning over time. Completion of the evaluation is not required for you to pass this class and will not affect your grade, but your cooperation and participation in this process is critical. About two weeks before the class finishes, watch for an e-mail with "ASU Course/Instructor Evaluation" in the subject heading. The email will be sent to your official ASU e-mail address, so make sure ASU has your current email address on file. You can check this online at the following URL: <http://www.asu.edu/epoupdate/>

**NOTE: It is possible that some students might consider some of the material in this course to be sensitive.**

Week 1

1/14

Course Introduction

**Interdisciplinary & Innovative Scholarship:**

## History and Reflection

- Week 2  
1/21 Interdisciplinary scholarship American Studies and Ethnic Studies  
Readings:
- Edwards, B.T. & Parameshwar Gaonkar, D. (2010). "Introduction: Globalizing American Studies" In *Globalizing American Studies*, pp. 1-44. Chicago: University of Chicago Press.(BB)
- Lipsitz, G. (2001). Chapter 1 *American Studies in a Moment of Danger*. Tomlinson, Barbara & Lipsitz, George (2013). "American studies as accompaniment." *American Quarterly* 65(1), 1-30. (BB)
- Butler, J.A. (2001). "Introduction: Color-Line to Borderlands." In *Color-Line to Borderlands: The Matrix of American Ethnic Studies*, pp. xi-xxvi.(BB)
- Dávila, Arlene. (2008). "The 'disciplining' of ethnic studies: Or, why it will take Goya foods and J.Lo to endow Latino studies" *Latino Spin*, pp. 138-160. New York: New York University Press. (BB)
- Week 3  
1/28 Re-Thinking Foundations of the Women's Movement, Women & Gender Studies.  
Readings:
- Ginsberg, A. (2008). "Triumphs, Controversies, and Change: Women's Studies 1970s to the Twenty-First Century. In *The Evolution of American Women's Studies*. Pp. 9-37. New York: Palgrave. (BB)
- Kennedy, E. & Bains, A. (2005). "Introduction" To *Women's Studies for the Future*, pp. 1-28. (BB)
- Nicholson, Linda. "Feminism in Waves: Useful Metaphor or Not?" in *Feminist Theory Reader*, (Chapter 4) pp. 49-55.
- Thompson, Becky. "Multiracial feminism: Recasting the chronology of second wave feminism" in *Feminist Theory Reader*, (Chapter 5) pp. 56-67.

## American Studies in a Moment of Danger

- Week 4  
2/4 American Studies and Social Movements  
Readings:
- Lipsitz, George, *American Studies in a Moment of Danger*, Chapters 2, 3 & 4
- Week 5  
2/11 American Studies and Collective Struggle  
Readings:
- Lipsitz, George, *American Studies in a Moment of Danger*, Chapters, 5, 9, 10, 11.

## The Promise of Feminist Education

- Week 6 Intersectionality and Women of Color Feminisms

2/18

Readings:

Thornton Dill & Zambrana, Ruth E. "Critical Thinking about inequality: An Emerging Lens" in *Feminist Theory Reader*, (Chapter 18) pp. 176-186.  
Anzaldúa, Gloria "The New Mestiza: A Multicultural Movement" in *Feminist Theory Reader*, (Chapter 27) pp. 277-284.  
Bruce-Pratt, Minnie. "Identity: Skin, Blood, Heart" in *Feminist Theory Reader*, (Chapter 28) pp. 285-291.  
Smith, Andrea. "Native American Feminism, Sovereignty, and Social Change" in *Feminist Theory Reader*, (Chapter 33) pp 321-331.

**Due: Research Proposal C-4**

Week 7  
2/25

Transnational Feminism

Readings:

Nagar, R. & Swarr, A.L. (2010). "Introduction: Theorizing transnational feminist praxis." In *Critical transnational feminist praxis*, pp. 1-20. And chapter 1 by Alexander and Mohanty, pp. 23-45; Chapter 4 by Bullington and Swarr, pp. 87-104; & Chapter 9 by Silvey, pp. 192-205.

Week 8  
3/3

Gender & Sexuality

Readings:

Irigaray, Luce "This Sex Which is Not One" in *Feminist Theory Reader*, (Chapter 40) pp. 426-432.  
Walters, Suzanna Danuta. "From Here to Queer: Radical Feminism, Postmodernism, and the Lesbian Menace (Or, Why Can't a Woman be More Like a Fag?)" in *Feminist Theory Reader*, (Chapter 49) pp. 553-570.  
Cornell, D. (1992). "Gender, Sex, and Equivalent Rights." In *Feminist Theorize the Political*, pp.280-296. (BB)

**Due: Book Review**

Week 9  
3/10

SPRING BREAK

Week 10  
3/17

Queer and Transgender Studies

Readings:

Stryker, S. (2006) "(De)Subjugated Knowledges: An Introduction to Transgender Studies" pp. 1-17. (BB)  
Prosser, J. (2006). "Judith Butler: Queer feminism, transgender, and the transubstantiation of sex" pp. 257-280. (BB)  
Feinberg, L. (2006). "Transgender liberation: A movement whose time has come" pp. 205-220. (BB)

Cromwell, J. (2006). "Queering the binaries: Transsituated identities, bodies, and sexualities" pp. 509-520. (BB)

Week 11  
3/24      Standpoint Epistemology  
Readings:

Harstock, Nancy C. "The Feminist Standpoint: Toward a Specifically Feminist Historical Materialism" in *Feminist Theory Reader*, (Chapter 35) pp. 354-369.  
Narayan, Uma. "The Project of Feminist Epistemology: Perspectives from a Nonwestern Feminist" in *Feminist Theory Reader*, (Chapter 36) pp. 370-378.  
Collins, Patricia H. "Defining Black Feminist Thought" in *Feminist Theory Reader* (Chapter 37), pp. 379-394.  
Calhoun, Cheshire. "Separating Lesbian Theory From Feminist Theory" in *Feminist Theory Reader* (Chapter 38), pp. 395-411.  
Haraway, Donna. "Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective" in *Feminist Theory Reader* (Chapter 39), pp. 412-423.

Week 12  
3/31      Poststructuralism/Postmodernism  
Readings:

Weedon, Chris. (1987) "Principles of Poststructuralism" in *Feminist Practice and Poststructuralist Theory* pp. 12-42. (BB)  
Singer, L. (1992). "Feminism and Postmodernism" in *Feminist theorize the political* pp. 464-475. (BB)  
Fraser, N. & Nicholson, L. J. (1990). "Social criticism without philosophy: An encounter between feminism and postmodernism" In *Feminism/Postmodernism*, pp. 19-38. (BB).  
Butler, Judith "Performative Acts and Gender Constitution: An Essay in Phenomenology and Feminist Theory" in *Feminist Theory Reader* (Chapter 43), pp. 462-473.

### **Race and Epistemologies of Ignorance**

Week 13  
4/7      No Class (Attending Conference)

Week 14  
4/14      Constructing (or not) Race  
Readings:

Mills, Charles W. "White Ignorance" in *Epistemologies of Ignorance* (Chapter 1), pp. 11-38

Alcoff, Linda M. "Epistemologies of Ignorance: Three Types" in *Epistemologies of Ignorance* (Chapter 2), pp. 39-57  
 Bailey, Alison "Strategic Ignorance" in *Epistemologies of Ignorance* (Chapter 4), pp. 77-94  
 Hoagland, Sarah Lucia. "Denying Relationality: Epistemology and Ethics and Ignorance" in *Epistemologies of Ignorance* (Chapter 5), pp. 95-118.

**Due: Draft Methodological/Theoretical Framework C-4**

Week 15 Situating Ignorance

4/21 Readings:

Taylor, Paul C. "Race Problems, Unknown Publics, Paralysis, and Faith" in *Epistemologies of Ignorance* (Chapter 7) pp. 135-151.  
 Sullivan, Shannon. "White Ignorance and Colonial Oppression: Or, Why I know so Little about Puerto Rico" in *Epistemologies of Ignorance* (Chapter 8), pp. 153-172.  
 Margonis, Frank "John Dewey, W.E.B. Du Bois, and Alain Locke: A Case Study in While Ignorance and Intellectual Segregation" in *Epistemologies of Ignorance* (Chapter 9), pp. 173-195.  
 Code, Lorraine. "The Power of Ignorance" in *Epistemologies of Ignorance* (Chapter 11), pp. 213-229.

### **Praxis and Activism**

Week 16 Praxis, Activism & Academia

4/28 Readings:

Basu, Amrita "Globalization of the Local/Localization of the Global: Mapping Transnational Women's Movements" in *Feminist Theory Reader* (Chapter 6), pp. 68-76.  
 Peake, Linda & De Souza, Karen. "Feminist Academic and Activist Praxis in the Service of the Transnational" in *Critical Transnational Feminist Praxis* (Chapter 5), pp. 105-123.  
 Sangtin Writers. "Still Playing with Fire: Intersectionality, Activism, and NGOized Feminism" in *Critical Transnational Feminist Praxis* (Chapter 6), pp. 124-143.

5/5 **Final Paper due in my Office**



### Book Review Guidelines

**Purpose:** To increase your knowledge of feminist, critical, or racial theories and hone in critical assessment skills. Your goal is to explain to a lay audience the major contributions to feminist, critical or racial theory from the book you are reviewing. In order for your review to flow—and for the reader to follow your train of thought—make sure you provide a brief summary (no longer than a paragraph) of the book and its major contributions.

**Format:** The length of the review is 800 words. Write the title of the book, author, and publisher on the top of the page (some journals use all upper case), and then write your name as the reviewer. For example:

BLACK FEMINIST THOUGHT: KNOWLEDGE, CONSCIOUSNESS, AND THE POLITICS OF EMPOWERMENT, 2<sup>ND</sup> EDITION. by Patricia Hill Collins. New York: Routledge, 2000. pp. 335.

Reviewed by: Your Name

#### Guidelines:

- Don't forget to summarize the book, theories, and methods.
- Think about the question: What is the author's most significant contribution(s) to the theoretical framework and/or scholarship she/he is addressing.
- Explain why you think it is (or they are) significant contributions.
- As you assess the scholarship, think about assumptions the author has, what are her/his taken for granted. Is there something missing in the scholarship? (It is possible that you don't find anything missing, don't try to find fault if there is none.)
- While the book review is a critical analysis, it is a critical analysis of the ideas the author is presenting and not about the author. Keep your critical eye to ideas and scholarship. Additionally, write in a professional manner avoiding comments that are too "sympathetic" or too "critical." Avoid making personal judgment statements, especially about the author.
- Keep the critique within the parameters established by the author. For example, a critique of the lack of Chicana representation in Patricia Hill Collins book is unwarranted as she set to study Black women and this is reflected in the title.
- Write your review as clear as possible and to a lay audience, avoid as much as possible jargon even when your book might be full of jargon.
- Write a concluding paragraph.

**Reminder: Review is due on March 3, 2015 and it is 800 words, double-spaced.**  
(The title is not included in the word count.)

## How to write a research proposal

**Purpose of a proposal.** The rationale behind a proposal is to explain how you will write your paper including purpose, scope, perspective, theory & methods, and the academic literature you will use. In order to write a proposal you must do preliminary research so you can explain what the purpose of the paper is. A proposal must be written in clear language. Although you are writing to an academic audience, you must still take into account that not everyone who reads your proposal is familiar with the topic and the theories you are describing. Therefore, you must write for a “lay” audience and avoid using too much jargon. A proposal is very tight; there is no room for tangents; be sure that you stay within the topic. Because you are proposing what you will do, you can use the future tense when explaining the purpose and scope of your paper.

The proposal includes 6 sections plus the bibliography/references: Purpose & background information; perspective (standpoint); theoretical framework; methodology; review of the Literature; and significance.

**Purpose & Background Information.** Explain the topic of your paper and provide any background or pertinent information about the topic. Describe what is the problem or issue you are researching. In order to situate your research, you need to provide any type of pertinent information that will help the reader understand the purpose of the paper. For example, if researching domestic violence, give a definition of the term and information on the topic that demonstrates the scope of the problem.

**Perspective (standpoint).** Here you will situate yourself within the research process by explaining why you are interested in the topic of your research. As much as possible (feeling comfortable) situate yourself within the research.

**Theoretical Framework.** Explain in your own words the theoretical framework you will be using in your paper. As you elaborate on the theoretical framework, explain the key elements of the framework and how you will use it.

**Methodology.** Explain the methodology you will use (e.g., ethnography, deconstruction, cultural studies, textual analysis\*). Be clear why you selected the specific methodology, and how you will use it.

**Brief Review of the Literature.** You need to conduct preliminary research on the academic (e.g., peer reviewed articles, books, and chapters in books) on the topic. In the proposal you want to present a snap shot of the status of the literature in the field. You might want to highlight the need for additional research or the need for a different perspective on the topic.

**Significance.** Explain why your paper is important; what the contributions to the field are. In short, let the reader know why it is worthwhile to engage in this research.

**Bibliography/references.** Do not forget to write a bibliography with at least 10 sources.

**Final Reminder.** The proposal is 5 pages long double-spaced. \* These are examples; therefore, papers are not limited to these suggestions.

### Final Paper Outline

The paper is about 20 pages long and should have a minimum of 10 citations.

#### Format

- I. **Title page**
- II. **Introduction:** Explain the purpose and scope of the paper in ways that help the reader know what is coming. The introduction contextualizes the paper, therefore you want to name the theories and methodologies used (don't explain them, this will come later).
- III. **Background Information:** Provide all the pertinent information that will contextualize the paper. In this section you will include any type of information that will help the reader understand the issue you are discussing. You might also want to explain terminology used in the paper. For example, if you were studying HIV & women you would explain what HIV is, provide statistics, and introduce how the disease affects women.
- IV. **Literature Review:** This includes peer review studies already published in academic journals, books, and anthologies on your topic.
- V. **Theoretical Framework & Methodology:** This is the section that by the time you complete the paper you already gave me a draft. Make sure you follow my suggestions and feedback. Please attach the marked draft with your paper.
- VI. **Analysis:** Based on the theoretical framework, analyze the issue you are discussing or the data you have chosen to analyze. Data include textual analysis of other texts (this includes the theoretical papers), and/or qualitative data you gathered. Base your analysis on categories/issues that you find in the data/texts. Often these categories of analysis become headings or sub-headings.
- VII. **Self-Reflection of Standpoint:** Reflect on the process of writing the paper from your particular standpoint. Because this section is your self-reflection do it in ways that are comfortable to you and reflective of your thinking process.
- VIII. **Conclusion:** Punctuate the most significant aspect of your paper. Usually researchers use the conclusion to propose further research on the field.
- IX. **Works cited:** Use correctly a citation manual style (APA, Chicago, or MLA). Every source you cite in the paper must be included in the works cited. Remember you must cite every source that influences your thinking within the text, not only direct citations. That is, sources that document other research done in the field or that you paraphrase must be cited within the text and included in works cited. Information that you get from primary sources (e.g., government documents, newspaper articles) should also be cited and included in the work cited section.

#### Grammar & Style

Please use correct U.S. English grammar, particularly avoid using passive voice. Use headings and sub-headings within the paper; this helps organizing the paper a lot. Please, use *your* voice. What this means is that I want to see you use "I" and not "we." Avoiding using "I" leads to very awkward sentences and passive voice.

**Instructions How to Write the Theoretical Framework**

- In your introductory paragraph you will start by naming the theory or theories you will be applying in your paper, and explain why. If there are some concepts that you will be using within the theory(ies) you identified you want to also name them. For example, if you were applying Chela Sandoval's postmodern theory, you will say so. You would then also say that within her theory you are using her concept of oppositional consciousness. You will explain why and in what context you are using the theories.
- Then in your own words you will develop the theoretical framework you will be using in your paper. Explain what its major points are, that is, what are the key elements of the theory. If there are controversies, contradictions, or other pertinent issues that you think should be addressed do so. If you are using more than one theory, explain the different points of each theory and why you are combining theories.
- Elaborate on how you will apply to theory. That is, you need to explain how you are applying the concepts that you already outlined. For example, if you are using oppositional consciousness explain in what context and under what circumstances you are applying the concept. Here you only have to explain how you will do it, not do the analysis.
- Methods/Methodology. This is only for those who are conducting some type of study, not for everybody. You will need to describe your method and methodology (that is, how the method and analysis of the data are informed by the theory). You need to describe what you are doing and give a reason why.
- The length of the paper varies according to how theoretical your paper is. Some of you are writing mainly theoretical papers, therefore, this section is almost the bulk of your paper. Others are conducting a study, so the theory is combined with methods, and could have a different length. The length also varies according to writing style. However, keep in mind that you need to elaborate on the key elements of the theory and this take time. Other than with the methods/methodology you do not want to be descriptive. However, keep in mind that is very difficult to do justice to theory in less than 5 pages.

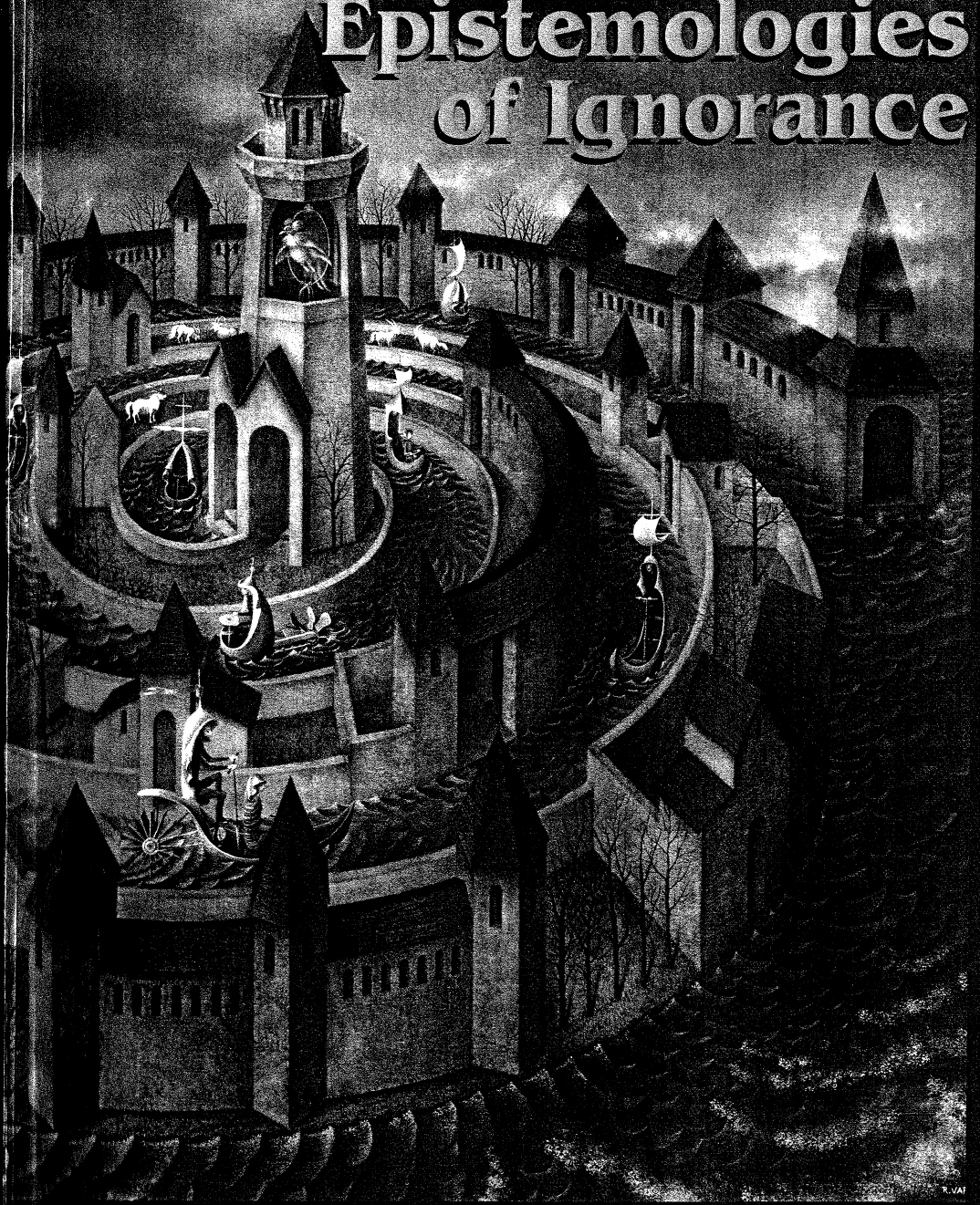
### What is a Review of the Literature, Anyway?

**Explanation:** The review of the literature is a thorough examination of the existing scholarly works on a particular topic. Through a literature review, a scholar demonstrates that she/he knows the topic and is up to date on existing research. It also helps scholars to demonstrate where the gaps in the literature are in order to demonstrate the significance of further research on a given topic. It helps contextualize a research project by letting readers know why the present research is important.

#### How to conduct a literature review:

- First, let's start by what a literature review is not. It is not an annotated bibliography that summarizes the key elements of each article, chapter, or book.
- It is a critical examination of existing research.
- Identify key themes in the literature.
- Organize the review of the literature among those themes. Use headings or sub-headings.
- Link with the theory and background information.

# Race and Epistemologies of Ignorance



*Edited by*  
**Shannon Sullivan and Nancy Tuana**

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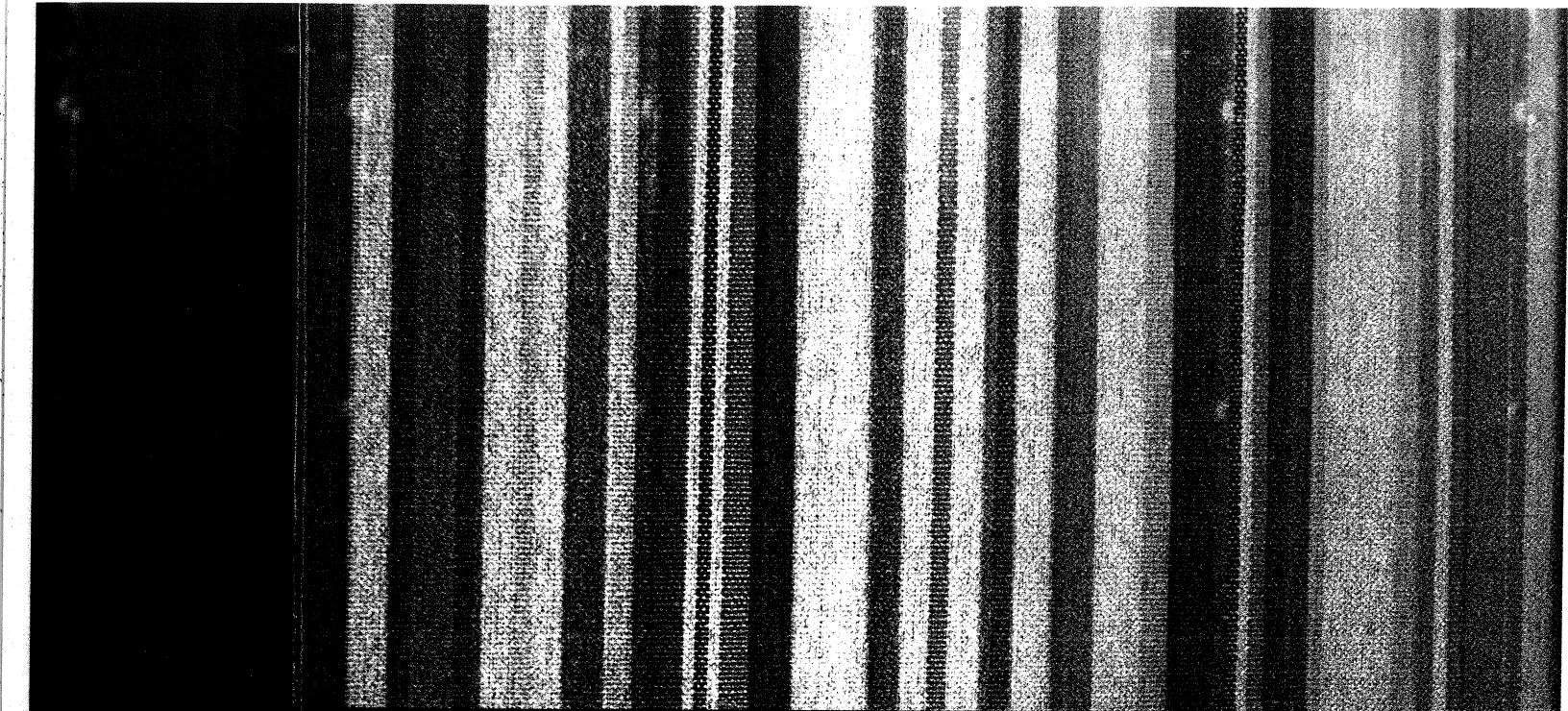
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# feminist theory reader

Local and Global Perspectives

Edited by Carole R. McCann  
and Seung-kyung Kim

THIRD EDITION

ROUTLEDGE 

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DANGER

George Lipsitz



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SUNY Series, Praxis: Theory in Action  
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# Critical Transnational Feminist Praxis

EDITED BY  
AMANDA LOCK SWARR  
AND  
RICHA NAGAR

**SUNY**  
PRESS

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