

WOMENSST 793 2015-2016

Advanced Feminist Studies Certificate Final Research Project

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(many thanks to Abbie Boggs, Associate Program Director for framing and writing this explanation)

The final stage for the completion of the certificate in Advanced Feminist Studies is a year-long research project under the direction of a committee of two faculty members, at least one of whom is affiliated with the Women, Gender, Sexuality Studies Department (WGSS). Students begin working on this project as part of small writing groups (meeting roughly once a month) organized by the Graduate Program Director (GPD) during the fall of the year they plan to complete; submitting an abstract and project draft to their committee at the end of the fall semester. Upon their committee's approval, certificate students enroll in 793A for the spring semester during which they complete their project. **The scheduled time for the class in the spring is Tues 1-2 so please try to keep this free. If you have a conflict, let the GPD know asap.** We will not meet as a group every week but we want to keep a slot open where we can meet as necessary. The project culminates with the submission of a full-length project and an oral presentation at the graduate student symposium **April 15, 2016 time TBA.**

Research project may take a variety of forms including but not limited to a master's thesis or doctoral dissertation; a research paper or project of outstanding quality; a book chapter; a performance or multimedia presentation. Whatever the field of study, the research paper *must* focus on the intersection of race, class, gender, sexuality and, if relevant, transnational issues. It can be developed from 1) a paper submitted to meet one of the core requirements; 2) prior research; 3) a practicum or other project. The student's advisor and the Associate Director of the Graduate Program will evaluate the project for final approval. A final copy of the research project is to be filed with the program office.

Final Project Research Group Writing/Reading Report Timeline

The schedule below is intended to serve as a guideline for each writing group. The actual schedule of meetings and parameters of each round of feedback will be set by each group's participants. The GPD will attend at least one of the group meetings each semester.

Reader Reports: These should be detailed engagements with the author's work and with the ideas discussed in class. A handout detailing expectations of each report will be distributed.

Schedule of Group Meetings

1 October	Project Abstracts For the first meeting students will write an abstract of 250 words or less that delineates the project they will be working on. The abstracts should include: <ul style="list-style-type: none">• 1) a title• 2) object of analysis (what will you look at)• 3) means of analysis (what method(s) will you use to analyze your object)
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	<ul style="list-style-type: none"> • 4) intervention - what conversations, fields, or assumptions does your project seek to disrupt or displace? <p>Students will share these abstracts with the other members of their writing group three days before the group meeting and prepare brief comments and questions for each other.</p>
2 November	<p>To Do List Students will begin by asking themselves three questions:</p> <ol style="list-style-type: none"> 1. What scholarly conversation am I entering into? Who am I engaging and how am I adding to the conversation? 2. What do I need to do in order to prepare this essay for publication? Prepare a To-Do list that lists specific task need to be accomplished, including additional articles to read, journals to research, sections to revise, data to collect, etc. 3. Lastly, ask what habits, obstacles, personal issues, and distractions do I need to identify and deal with before I can complete this essay? <p>It is up to the student if they want to share this memo with the group. Either way, the group should meet to talk through their own processes in constructing the list.</p>
3 December	<p>Project Structure By the third meeting of the writing group, each member should have either a working draft of their paper or, at the minimum, a detailed outline of the general argument they plan to make. These documents should be exchanged 1 week prior to the meeting. During the intervening week, at least one member of the group should write a reader report focusing on the organizational structure and argument of the essay. These reports should be 1-2 pages double-spaced and are likely to take on an inquisitive tone, asking for clarification or expansion of arguments. Their authors should also include in-line comments.</p>
4 January	<p>Language Students will share three consecutive pages of their essays, preferably from the middle, for reader exchange. These reader reports should focus on sentence structure and word choice. Readers should actively edit these three pages of text, marking all grammatical irregularities and moments of awkwardness, and suggesting alternative word choices and sentence structures. These should be very detailed edits that go line by line to mark both those elements that are working effectively and to suggest ways of strengthening the language.</p>
5 February	<p>Theoretical Depth and Scholarly Value Students will exchange a full draft of their final paper with the other members of their group. Each student will prepare an in-depth reader report of 3-4 double-spaced pages and separate in-line comments and edits for one other member of the group. These reader reports should focus specifically on theoretical depth and scholarly value, but should also consider organization, and language.</p>
6 March	<p>Writing + Check-ins During this month's meeting, students will simply check-in with their group re: the status of their project. If students want to, they can continue to exchange writing with the group.</p>
7 April	<p>Graduate Student Symposium – <u>APRIL 15, Time TBA</u> All students will participate in the graduate student symposium by presenting on their project for approximately 10 minutes (depending on the number of participants).</p>

