

CGS 299 Advanced Practicum in Critical Gender Studies 2024

INSTRUCTOR

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CLASS MEETINGS

Mondays 200-450PM Spring Quarter 2024
LGBT Resource Center Conference Room

WEB SITE

<https://courses.complex-systems-laboratory.org/cgs299>

OFFICE HOURS (tentative)

Mondays 11AM-NOON (online) // Tuesdays 100-150PM (Mandeville Cafe) // Thursdays 100-150PM (Mandeville Cafe)

CATALOG DESCRIPTION

This course, the capstone in the graduate specialization in Critical Gender Studies, is designed for students in their final year of dissertation writing. Members of the practicum will present their dissertation research and mutually explore the interdisciplinary dimensions and implications of their work.

COURSE DESCRIPTION

CGS 299 is not intended to be a hurdle in pursuing graduate specialization in Critical Gender Studies, but rather to boost your push towards completing and defending your dissertation and presenting your research to a broader audience. To that end, we will focus on workshopping writing selections, preparing presentations and providing feedback.

COURSE OBJECTIVES

- Discuss barriers for writing and presenting your research in your dissertation and at conferences and strategies for overcoming those barriers.
- Practice giving and receiving feedback on your writing and presentations.
- Strategize regarding incorporating Critical Gender Studies methods and frameworks into your interdisciplinary research.
- Engage in collective writing in a supportive writing group setting.
- Make practical progress towards completing and defending your dissertation.

GRADING

- Contribute writing samples on time. 35%
- Provide effective and timely feedback on writing samples and presentations. 35%
- Participation in course discussions. 30%

CLASS MEETINGS

CGS 299 meets in person in the LGBT Resource Center Conference Room, and face-to-face interactions will allow you to get the most out of this course. One or two course participants might be connecting via zoom at times during the quarter. If you have an urgent need to attend a particular class remotely, please contact bt as early as possible.



ACCESS NEEDS

bt invites you to send an e-mail with your access needs, or come to office hours or e-mail with available times we can meet in-person or online to discuss your access needs. We will meet to work out a plan that addresses all of your requests. Additionally, i appreciate any general suggestions for how the course and the classroom can be made more accessible. If you prefer to use the formal reasonable accommodations bureaucratic procedures, please inform me of your accommodations and/or forward me your paperwork at your earliest convenience, and we can work out a plan via e-mail, in-person or online. Don't hesitate to contact bt if any concerns arise throughout the quarter!

Please let bt know if you go by a different name and or pronoun(s) than what is on your UCSD record.

This is the FIRST DRAFT version of the CGS 299 syllabus. We will discuss the syllabus during week one, and make adjustments as needed in an attempt to maximize the usefulness of this course towards completing your dissertation and supporting you in your graduate specialization in Critical Gender Studies.

COURSE ROLES

Writer: In CGS 299, you will contribute two writing selections, ~30-50 pages total: the arguments in the first manuscript might be less well developed and more in need of detailed feedback, or possibly a detailed outline of your dissertation or some part of it, and the second manuscript might be a bit further along and polished.

Feedback Provider: Feedback in academic environments often is isolating and alienating – for example, comments on a student's essay for a course or double-blind reviews of a manuscript for a journal. In my view, feedback at its best is an act of love, a possible step in developing a close-knit, enduring professional relationship. Feedback of this type requires vulnerability, on both sides, and generosity. Feedback of this type also works best in a supportive collective environment that fosters relationality. In CGS 299, we will have the opportunity to engage in both types of feedback by submitting written comments on each manuscript and collectively workshoping each manuscript.

Everyone has their own approach to feedback and what is useful can depend on the manuscript and its arguments, the topic and the intended audience. Concrete suggestions are more useful than vague generalizations. Be explicit about the particular perspective, set of experiences, and frameworks you are drawing upon to provide your feedback. I find that effective feedback often includes some or all of the following elements:

- 1) Begin with a short summary of your reading of the motivation, arguments and/or takeaways from the manuscript.
- 2) Aspects of the manuscript and its arguments that work well and why they work.
- 3) Aspects of the manuscript and its arguments that could be improved.
- 4) Specific ways in which the arguments/chain of reasoning/exposition are clear or might be clarified.
- 5) References to texts that do or could enhance the arguments and their exposition.
- 6) Comments on essential or missing background.
- 7) Comments on the structure, arrangement and flow of the manuscript – how they facilitate communication of the arguments or specific ways that they could be better developed.
- 8) Comments on the use of Critical Gender Studies methods and frameworks or methods from other disciplines – how their use enhances the manuscript or might be improved.
- 9) Unanswered questions after reading the manuscript.
- 10) Additional elements of effective feedback?



Time and space limitations might lead to addressing only some of these elements, so use your judgement in determining which to prioritize. Feedback often is categorized with three levels: big picture – overall argument and its development; mid-level – paragraphs or sections, their order and content; detailed-level – sentences, phrases, specific steps in an argument. Endeavor to have at least one feedback comment on each level.

Presenter: How you present your manuscript will depend on standard practice in your discipline, your research and your own preferences. This might vary from a short exposition of the background and conclusions of the work followed by reading a section of the manuscript, as is common in the Humanities and Social Sciences, to a slide presentation that summarizes your research and manuscript, as in STEM fields. Presentations will be 15-20 minutes.

COURSE FLOW

Week One

- Introductions
- Syllabus Discussion
- Collective Agreements
- Research Summaries
- Scheduling

Week Two

- Collective Writing

Writing Workshop Options:

- 1) Submit two writing samples (total of the two samples ~30-50 pages), one to be workshopped in weeks three-five and the other to be workshopped in weeks seven-nine
- 2) Submit two writing samples (total of the two samples ~30-50 pages), one to be workshopped in weeks three-five and the other a dissertation defense/conference presentation in weeks seven-nine
- 3) Submit one larger writing sample (total ~30-50 pages) to be more extensively workshopped in either weeks three-five or weeks seven-nine. We need an even number of members to do this to make it work.

Weeks Three-Five

Writing Workshops 1

- three members submit one of their two writing samples to workshop for each of the three weeks or if one member wants to submit a single larger writing sample for the week, then two members
- six members submit writing feedback on each sample (read/give feedback on two samples/week)
 - > Submit writing samples to the course web site no later than _____ of the previous week.
 - > Submit feedback to the course web site no later than _____ of the workshop week.
- Writing Summary (~5-10 minutes)
- Feedback
- Feedback Synthesis
- Collective Writing when workshopping concluded for the week

Week Six

- Debrief on Writing Workshops
- Strategies for Completing your Dissertation
- Collective Writing

Weeks Seven-Eight, Ten

Writing Workshops 2

- three members submit one of their two writing samples to workshop for each of the three weeks or if one member wants to submit a single larger writing sample for the week, then two members
- six members submit writing feedback on each sample (read/give feedback on two samples/week)
 - > Submit writing samples to the course web site no later than _____ of the previous week.
 - > Submit feedback to the course web site no later than _____ of the workshop week.
- Writing Summary (~5-10 minutes)
- Feedback
- Feedback Synthesis
- Collective Writing when workshopping concluded for the week

Week Nine

Holiday, No Class.

Week Ten

- Debrief on Conference Workshops
- Comments on CGS 299 and the CGS Graduate Program