LAWA GRADUATE SEMINAR -- SYLLABUS

1. **Course Requirements:** Your grade in this course will be based on (1) on-time class attendance and participation; (2) timeliness, effort and quality of assigned research and writing exercises; and (3) overall progress on your graduate paper project, with a focus on your final detailed outline, including correct formatting and organization of your outline.

The goal of the course is to take you to the point where you are ready to write a first draft of your paper between the Fall and Spring Semesters. This means that you must complete and assimilate your basic research. There will be no final examination in this class.

2. Tardiness and unexcused absences from class, as well as submitting late assignments, will have a negative effect on grades. If you must miss a class, you are responsible for finding out from your colleagues what was discussed in class, and any updates or other announcements. Please note that no recording of classes is permitted.

3. All written work for this class should be completed on your laptop computers, unless you are specifically instructed otherwise, and you should bring your computers to every class. Every document should be labeled on the top of the first page with your name, the title of the project, the name of the course, and the date. In addition, when you save your document, **assign a document name to it that contains your last name and the project** (like this, for example TegegnThesisStatement) Update each version with a number or the revision date so you can keep track of your versions (LamunuTopicStatement2 or LamunuTopicStatement9.7). Refer to the Document Checklist for details on how to format your assignments. Your failure to properly format your assignments will have a negative impact on your grade. You must email your assignment to me at [email...](mailto: no later than noon on the Monday before class).

4. Please note that this syllabus may be subject to change and additional computer training components may be added throughout the course of the semester. All changes will be announced in class or emailed to you. **If you have a question or comment about anything on the syllabus, please let me know.** The class is small enough that we can be flexible to better meet everyone’s needs.

I. Tuesday, Sept. 1 – Class 1: INTRODUCTION TO THE COURSE, TOPIC STATEMENTS AND SOURCES

A. ASSIGNMENTS:
   1. DUE MONDAY, AUG. 31, a brief description (two or three sentences) of one to three topics that you may want to write about. See Bond, *Voices of African Women (VAW)* for ideas from past LAWA Fellows.
      
      a. Your topic must address a specific women’s human rights violation. This is just a topic. You haven’t done any research yet, so you cannot make any strong affirmative arguments in support of a THESIS, which will address solutions. That comes MUCH later.
      
      b. This is a legal paper, so your topic must be suitable for legal analysis, and must pose a problem that can be addressed by legal and policy approaches (though not solely). Public health or public education interventions may be a part of your ultimate solution, but it cannot be the primary solution.
      
      c. It should not be descriptive, or just review existing materials. It should be original, legal and analytical. It cannot be a “history of” an issue or a review of the effect of a law. It must be forward-thinking.
      
      d. Your topic should be clear, focused and narrow enough to address fully within a 35+ page paper.
      
      
      3. Carefully review the Document Form Checklist.

B. Review of the Syllabus format

C. Review of the Document Form Checklist

D. Discussion of possible Topics

E. Writing a one page or less topic statement
   1. Samples of topic statements
   2. Can be summarized in one sentence. What you would say when a friend asks what you are writing about?
   3. Takes a little background knowledge/research
   4. But you haven’t done enough research to form a point of view (that is your thesis)

F. Primary and Secondary Sources exercise

II. Tuesday, Sept. 8 – Class 2: BEGINNING YOUR RESEARCH
[Meet in the ICLC, Hotung Room 4006; enter through library on 3rd Floor]

A. DUE MONDAY, SEPT. 7: Topic Statements
   [I will provide written feedback on your topic statements by September 11. You should incorporate that feedback into your next draft, due September 14.]

B. ASSIGNMENT: Read F&F, Pages 52-61 and 104-124

C. Research, note-taking, bibliographies, plagiarism and thinking ahead to footnotes

D. Avoiding research rabbit-holes

E. In class Research Exercise Part One

F. Handout Research Exercise Part Two

[After class, you will join the US Fellows for lunch]
III. Tuesday, Sept. 15 – Class 3: REFINING YOUR TOPIC STATEMENTS  
A. DUE MONDAY, SEPT. 14: Revised Topic Statements  
B. In class peer review of Topic Statements  

IV. Tuesday, Sept. 22 – Class 4: THESIS STATEMENTS  
A. DUE MONDAY, SEPT. 21: Revised Topic Statements and Research Exercise Part 2  
B. ASSIGNMENT: Read F&F, Pages 26-51, Bring VAW  
C. Questions on Research Exercise Part Two  
D. Thesis Statements  
   1. Distinguish from Topic Statement and Thesis Sentence  
   2. Purpose  
   3. Audience  
   4. Exercises  
      a. Pick out the best thesis  
      b. Identify the thesis in VAW Essays  

V. Tuesday, Sept. 29 – Class rescheduled for WLPPFP Welcome Luncheon  

Class 5: ROADMAPS & SKELETAL OUTLINES  
A. DUE MONDAY, SEPT. 28: First Draft of Thesis Statement  
B. ASSIGNMENT: Read F&F, Pages 62-79. Bring VAW  
C. Skeletal outlines  
D. In class peer review of thesis statements  
E. Choosing a Title  

VI. Tuesday, Oct. 6 – Class 6: RESEARCH PLANS, ANNOTATED BIBLIOGRAPHIES AND OUTLINING REFRESHER  
A. DUE MONDAY, OCT. 5, Proposed Title.  
B. DUE TODAY IN CLASS: your handwritten skeletal outline. Do not do this on your laptop.  
C. Reviewing the outline function  
D. Trouble shooting: backup, getting help, some dos and don’ts.  
E. Doing research plans and annotated bibliographies  
F. Peer review of Titles  

[LUNCH AFTER CLASS: HOW ARE CLASSES GOING SO FAR?]  

Tuesday, Oct. 13 – MONDAY CLASSES MEET ON TUESDAY, SO NO CLASS THIS WEEK  
Continue to brainstorm on your title. Continue to work on your skeletal outlines with your classmates, carefully using the checklist. If you have computer issues, please make an appointment with me to review. If you do not get this right at this point, it will plague you the rest of the year.  

VII. Tuesday, Oct. 20 – Class 7: SKELETAL OUTLINES CONTINUED, AND WRITING INTRODUCTIONS (AND CONCLUSIONS)  
A. DUE MONDAY, OCT. 19: Research Plan and Preliminary Annotated Bibliography  
B. Assignment: Read F&F, Pages 144-163, Bring VAW  
C. Group review of skeletal outlines  
D. Writing the Introduction  
   1. Level of detail  
   2. What is a “Roadmap”?  
   3. What is a “Gotcha”?  
E. Brainstorming on “gotchas” for our introductions
VIII. Tuesday, Oct. 27 – Class 8: REVIEWING THE INTRODUCTIONS AND BUILDING THE DETAILED OUTLINE
A. DUE MONDAY, NOV. 3: Introductions
B. Peer review of Introductions
C. Purpose of detailed outline
   1. Finding the gaps in your research
   2. Exposing the logic of your paper
   3. Communicating structure to your professors for feedback
   4. Creating a foundation from which writing the first draft is (SERIOUSLY) easy.
D. Discussion of speakers for next semester

IX. Tuesday, Nov. 3 – Class 9: REVIEWING THE DETAILED OUTLINES AND PREPARING FOR EXAMS
A. DUE MONDAY, NOVEMBER 10:
   1. A more detailed draft of your Outline, formatted properly and incorporating your classmates’ feedback
   2. Three possible experts on your paper topic you would be interested in inviting to class at the beginning of next semester. You will have at least one conversation with your expert to provide some background on where you are going with your paper. They will review your outline and draft, and provide their advice on the direction of your thesis. These individuals will be guest lecturers at the beginning of the Spring Semester.
B. ASSIGNMENT: Begin Reading F&F, Pages 125-143, and finish by November 10
C. Peer review of Detailed Outlines
D. Preparing for Exams
   1. Writing or typing
   2. Timing and approach
   3. IRAC
   4. Outlines

X. Tuesday, Nov. 10 – Class 10: IN CLASS EXAM ON INTERNATIONAL AND COMPARATIVE WOMEN’S RIGHTS
A. The goal is to help you prepare for your exams and understand the process
B. We will review the exam on November 17

XI. Tuesday, Nov. 17 – Class 11: REVIEWING THE EXAM AND SOME WRITING TIPS
A. DUE MONDAY, NOV. 16: Detailed Annotated Bibliography and Review F&F, Pages 125-143
B. Review of the exam
C. Writing your first draft:
   1. What is good writing?
   2. Writer’s block
   3. Creeping beyond your outline
   4. Repetitiveness

[LUNCH AFTER CLASS: KEEPING EXAMS IN PERSPECTIVE]

We will not have class on November 24th or December 1st. This will give you time to study for your finals, talk with your expert, and begin your first draft of your paper, which is due on Monday, January 12th. You should also use this time to schedule a meeting with me regarding any concerns you may have about the paper, including research, formatting, etc.

Your initial draft is not expected to be as detailed as your final draft or have the depth of analysis, but you should have something in each section, or indicate what additional research is needed to
complete the section. This draft is intended to help us identify any weaknesses in your outline and
determine if the structure is sound. This first draft should be 20-25 pages. You will NOT be graded
on this draft. Your grade will be only on your outline and the other factors listed above.