### TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acknowledgements</td>
<td>1</td>
</tr>
<tr>
<td>The Tradition of Independent Study at Wooster</td>
<td>2</td>
</tr>
<tr>
<td>Independent Study in Women’s, Gender &amp; Sexuality Studies</td>
<td>2</td>
</tr>
<tr>
<td>Junior Independent Study</td>
<td>3</td>
</tr>
<tr>
<td>Senior Independent Study Thesis</td>
<td>3</td>
</tr>
<tr>
<td>Advisor</td>
<td>4</td>
</tr>
<tr>
<td>Advisor Responsibilities</td>
<td>4</td>
</tr>
<tr>
<td>Student Responsibilities</td>
<td>4</td>
</tr>
<tr>
<td>Second Reader</td>
<td>5</td>
</tr>
<tr>
<td>Double Majors</td>
<td>5</td>
</tr>
<tr>
<td>The I.S. Topic</td>
<td>6</td>
</tr>
<tr>
<td>Moving from Topic to Thesis or Research Question</td>
<td>7</td>
</tr>
<tr>
<td>Resources Section (Copeland Fund, Writing Center, Learning Center)</td>
<td>7</td>
</tr>
<tr>
<td>Research Ethics</td>
<td>8</td>
</tr>
<tr>
<td>Elements of a WGSS I.S.</td>
<td>9</td>
</tr>
<tr>
<td>Introduction (“Hook”, Personal Experience, Significance)</td>
<td>9</td>
</tr>
<tr>
<td>Review of Relevant Literature and Your Theoretical Lens</td>
<td>10</td>
</tr>
<tr>
<td>Examining Your Methodological Choices</td>
<td>11</td>
</tr>
<tr>
<td>Conclusion</td>
<td>12</td>
</tr>
<tr>
<td>Form of the I.S. (Writing Manuals, Spacing, Margins, Binding)</td>
<td>12</td>
</tr>
<tr>
<td>Oral Exam &amp; Feedback</td>
<td>14</td>
</tr>
<tr>
<td>Informal Presentation at Spring Meeting</td>
<td>15</td>
</tr>
<tr>
<td>I.S. Symposium</td>
<td>15</td>
</tr>
<tr>
<td>College Regulations on Deadlines</td>
<td>15</td>
</tr>
<tr>
<td>College Regulations on Grading and Evaluation</td>
<td>16</td>
</tr>
<tr>
<td>WGSS Rubric For Program Assessment</td>
<td>17</td>
</tr>
<tr>
<td>Appendix A: Advice from Previous Students</td>
<td>18</td>
</tr>
<tr>
<td>Appendix B: Sample Title Pages, Abstracts &amp; Table of Contents and References</td>
<td>19</td>
</tr>
</tbody>
</table>

### ACKNOWLEDGEMENTS

As WGSS students and faculty already know, our Program benefits tremendously from the generosity of faculty throughout the College—through their cross-listed courses, their service on our Curriculum Committee, and in their expertise on a wide variety of feminist scholarship. Like these other facets of our often-collaborative work, this WGSS I.S. Handbook draws liberally from the I.S. Handbooks familiar to faculty who have taught our courses and advise I.S. projects in WGSS. We pride ourselves on being one of the most interdisciplinary programs at the College, and this I.S. handbook is evocative of that goal. If questions arise, please discuss them with your advisor and/or contact the Chair of the WGSS Program. Also, check out the great advice from previous WGSS Seniors (Appendix A) …
THE TRADITION OF INDEPENDENT STUDY AT WOOSTER

Wooster’s I.S. offers both a challenge and an opportunity for students. Although during the process some dwell on the difficult aspects of completing a major research project, it is also often the experience that students remember most fondly decades after they graduate. President Howard Lowry, who founded the Independent Study Program at Wooster over fifty years ago, saw it as an invitation to “all students to come to their best in terms of their own talents.” J. Garber Drushal, Robert Bonthius, and James Davis summarized the philosophy underlying Lowry’s challenge in *The Independent Study Program in the United States* (NY: Columbia University, 1957):

> The purpose of higher education is to stimulate and assist growth . . . Facts may stimulate thought, but thought is not imparted. That is the individual’s reaction. Education is an active, not a passive, process, in that it does not consist in receiving but in reacting to information, ideas, and concepts. Independent Study is a difficult art but it is the primary goal of the educative process (vii).

Today, Wooster's *Faculty Handbook* cites “the capacity for individual inquiry and expression” as “a mark of a liberally educated person” and views the Independent Study program as the “opportunity through which this capacity may be nurtured in every student at the College.” The long tradition of independent study at Wooster still constitutes the capstone experience that marks a Wooster education.

INDEPENDENT STUDY IN WOMEN’S, GENDER, AND SEXUALITY STUDIES

The WGSS program views Independent Study as an opportunity for students to use the methods and perspectives of feminist interdisciplinary scholarship to pursue questions of their own design that have emerged from their work in WGSS. As an area of academic inquiry, WGSS places particular emphasis on intellectual and personal growth through the active critique of information and ideas, and the active construction of new knowledge toward the creation of a more equitable society.

Since the founding of Wooster’s Women’s Studies Program in 1978 (which became WGSS in 2008), majors have explored a wide array of topics relating to women, gender, sexuality, and social justice. These studies have bridged a broad spectrum of disciplines, constituting one of the most consistent examples of interdisciplinary scholarship among majors offered at Wooster. Independent Study in WGSS should reflect the learning goals, listed below, of the program as a whole.

When students complete their degrees in Women’s, Gender, and Sexuality Studies, they will be able to demonstrate:

1. A basic knowledge of the history and diversity of feminist perspectives.
2. An understanding of the basic concepts, terminology, controversies, and theories in women’s, gender, and sexuality studies, including:
a. comprehension of the mechanisms of oppression and the social construction of gender and sexuality that occur in various historical and institutional contexts
b. an appreciation of the connections among personal reflection, lived experience, and feminist research and theory
c. an awareness of the intersection of gender with race, class, sexuality, nation, religion, and/or other dimensions of difference.

3. An ability to formulate a feminist research question and develop a feminist research project.
4. An ability to conduct research that crosses disciplinary boundaries with a range of feminist methods.
5. An ability to articulate in oral and written form the relationship between feminist research and the goals of social justice through activism.

JUNIOR INDEPENDENT STUDY

WGSS 330 (Feminist Methodologies) is a prerequisite for enrollment in Independent Study Thesis, WGSS 451-452. It is required of majors and minors, but open to other students as well who hope to incorporate feminist methodologies and perspectives into their I.S. within their major discipline. WGSS 330 is designed to be taken in the Spring of the Junior year. Students who plan to be off-campus in the Spring of the Junior year should take the course in the Spring of the Sophomore year. In the course, students complete a common set of readings and a series of short exercises and/or papers that introduce them to both the theory and practice of feminist inquiry. They are also introduced to library and bibliographical resources in WGSS. Finally, over the course of the semester, students design a prospectus for a possible senior I.S. project, which they present in both oral and written form.

SENIOR INDEPENDENT STUDY THESIS

 ADVISOR

The Chair of WGSS, who generally functions as your academic advisor, meets with all majors during the Spring semester of your Junior year for a preliminary discussion of your Independent Study Thesis. It is the role of the Chair to assure that students construct research projects that emerge from the learning goals of the major and that students work with WGSS faculty members who are qualified to direct particular projects. You are strongly encouraged to discuss potential projects not only with possible advisors but with other WGSS faculty as well, many of whom can provide assistance in clarifying ideas and in locating resources. *Keep in mind that your I.S. advisor is frequently not the same as your academic advisor (who you will continue to consult regarding registration, academic successes & concerns, etc.)*.

Ideally, the Chair of the WGSS program must approve your advisor by the end of the Spring semester of your Junior year, but at the very latest, this must be done by the end of the second week of classes of your Senior year. You should be aware that WGSS faculty often have advising obligations in other areas as well and should therefore be approached about directing
WGSS theses as early as possible. The advisor and the student are strongly encouraged to discuss openly and explicitly their mutual expectations of each other and of the Independent Study process as a whole and renew this discussion periodically throughout the academic year (see general guidelines below). The advisor and student will meet weekly.

**Advisor Responsibilities**

1. To encourage you to attempt an inquiry or project of appropriate academic rigor within the limitations of your prior preparation, the time available, and available access to resources. This means that your first choice of topic may need to be modified in consultation with your advisor, who will encourage you to develop a focus that is neither too broad nor too narrow and help you determine whether you will be able to locate the resources you need to complete your planned project.

2. To advise you toward the successful completion of an I.S. that meets the College’s and the Program’s specifications for I.S. (see below).

3. To assist with the editing of the I.S. thesis according to the following guidelines:
   - On all drafts of the thesis submitted in a timely manner, the advisor is responsible for indicating to the student typical errors of logic, style, mechanics, etc., which may occur. The advisor is not required to edit or proofread these drafts paragraph-by-paragraph and sentence-by-sentence. The reading of any draft by the advisor does not imply the ultimate acceptability of the thesis. (This college-wide guideline emphasizes the purpose of I.S.: your advisor will not make all the necessary changes for you, but rather will help you to see the kinds of changes that need to be made and encourage you to locate and make them.) As a result, you will learn how to plan, execute, and edit a major research and writing project so that you will be able to do this independently for the rest of your career. Please keep in mind that advisor feedback takes several forms, including written and oral feedback (be sure to take notes in all meetings).
   - Please note, too, that advisors will not read drafts over Winter or Spring Break. If you want your advisor to read a final draft of your entire thesis before you submit it to the Registrar, you must provide that draft to your advisor at least 1 full week before the beginning of Spring Break (usually the Friday of the 7th week of the Spring semester).

4. After the completed I.S. thesis is submitted and evaluated, the advisor is responsible for indicating to the student any remaining typographical and mechanical errors that must be corrected before the document is filed with the Department.

**Student Responsibilities**

1. To read the I.S. Handbook carefully, ensuring full knowledge of the requirements, deadlines and expectations for successful I.S. projects.

2. To take the initiative to develop and pursue an inquiry or project of appropriate rigor within the limitations of the your prior preparation, the time available, and the College’s and your access to resources.

3. To attend all scheduled meetings with your advisor, as well as meetings with the staff of the Learning or Writing Center should you and/or your advisor determine that additional guidance would be helpful. You should treat your I.S. meeting times like class times—honoring the commitment each week and letting your advisor know well in advance if
you will need to cancel or reschedule—because often it will not be possible for faculty to find another open time in a given week should you miss your scheduled meeting.

4. To work with your advisor to establish a realistic research and writing schedule.

5. To acquire appropriate resources. This may include an obligation to purchase texts, as you would for your other classes.

6. To turn in drafts of I.S. chapters by agreed upon deadlines. Research is unpredictable, and deadlines may need to change, but it is your responsibility to discuss and approve such changes with your advisor.

7. To proofread, spellcheck and edit all drafts (including initial “rough drafts”) prior to handing them in. It is in your best interest to get faculty feedback on your major ideas, not have them become distracted by poorly written or disorganized drafts.

8. And ultimately, to take ownership of the I.S. process. An advisor is just that, someone there to guide, support, and advise you, but the final product is your own.

SECOND READER

You and your advisor, in consultation with the Chair of the WGSS Program, should determine an appropriate second reader for your project during the first semester of Senior Independent Study. The second reader will ideally be a WGSS faculty member in a different division (e.g., Arts and Humanities, History and Social Sciences, Mathematical and Natural Sciences) than the first reader/advisor. The second reader should meet periodically (usually 1-2 times each semester) with the student and the advisor during the thesis process. In the event that the first two readers are both from the same division, a third reader from a different division may be asked to participate in oral exams and in the evaluation of the final I.S. project.

DOUBLE MAJORS

For students who are double majors in WGSS and another discipline, it is essential that the topic and advisors be determined as soon as possible. Both advisors should have the necessary information from WGSS and the other department regarding style, departmental deadlines, oral exams, etc., which is contained in the departmental I.S. handbooks. You and the co-advisors should clarify early in the I.S. process who will be responsible for reading and commenting on drafts, what roles the co-advisors will play in oral exams, and the expectations regarding the interdisciplinarity of the work.

The nature of the meetings between you and your advisors should be determined jointly among the three of you, but it is crucial that you be in frequent contact with both advisors. The two advisors will serve as both first and second readers of the I.S. Students double majoring must complete the form with the Registrar outlining the requirements and expectations of both departments concerning the I.S. thesis/project (see Registrar website for current form).
**THE I.S. TOPIC**

In consultation with your advisor, the topic of your Independent Study Thesis should be developed within the context of your prior course work. Similarly, your project should draw upon your methodological training in WGSS 330.

In selecting and defining a topic, you and your advisor should pay careful and explicit attention to the distinctiveness of WGSS as an area of inquiry. Research projects in WGSS are expected to be interdisciplinary: you should be able to articulate how the work that you propose to do differs from feminist research within a single academic field. Projects should also be informed by a feminist perspective, addressing, as appropriate, issues of power, hierarchy, and social justice as well as the relationship between experience and knowledge. WGSS values personal experiences—as they are informed by the intersections of gender, sexual orientation, race, ethnicity, class, etc.—as appropriate sources of knowledge. Projects will acknowledge these complex intersections within the perspective of the researcher/writer and within the analysis of the topic itself. Although writing will no doubt play a role in the design and development of all projects, the written thesis is by no means the only format in which research in WGSS may find its most appropriate expression. Consult with your advisor about additional opportunities.

Below are a few more specific questions and considerations as you are considering topics:

1. Consider how your project may relate to your future career goals and plans post-Wooster. For example, do you aspire to work for a particular organization after graduation? There are many ways in which you can craft your I.S. to include research with that organization or one like it to better prepare you for obtaining a job in that field when you graduate from Wooster.

2. Select a topic that takes research in a new direction, and contributes to the existing literature in the field. How is your study unique?

3. If you plan to conduct research with human (or animal) subjects, be sure that you will be able to gain access to the population you want to study. For example, while researching the role that women play in urban gangs is a valid topic, your access to gang members may not be possible or feasible during the time you have to complete the I.S.

4. Select a topic for which you have the appropriate academic and/or personal background to conduct research. For instance, if you have not done any coursework on queer studies, researching queer experience for your I.S. would be ill advised.

5. In thinking about topics, consider the possible relationship between your research interests and off-campus study experiences. Students who plan their off-campus study program with I.S. in mind have a wealth of experiences to draw on in their research, while other students frequently become interested in particular research topics while studying off-campus. That said, avoid planning to conduct research in a cultural area on which you have little experience, or one that would require extensive translation if you are unfamiliar with a particular language.
MOVING FROM TOPIC TO THESIS, OR RESEARCH QUESTION

Most students start the I.S. process with a topic—a general subject area of interest. For example, a person might be interested in eating disorders. Topics are a great starting point, but a successful I.S. requires moving from a topic to a clearly defined feminist research question.

How is a topic different from a question? A research question is narrower and more specific than a research topic. You can tell a research question because it is a puzzle looking for an answer—it is not just an interesting phenomena or social arrangement.

Questions to ask yourself when developing a research topic:
1. Does the question deal with a topic or issue that gets me excited and interests me enough that I have my own thoughts on the topic? Do I find that I want to talk about this topic with my friends and family? To see if you have a compelling question, try asking “So what?” This will force you to assess whether or not you really care about the answer to your question.
2. Am I so emotionally invested in the topic that I am unable to consider it without too many preconceptions? If yes, you should probably avoid the topic. Being interested in a topic is great—being convinced of the answer prior to the research is not.
3. What type of information do I need to answer the research question? Will this type of information be accessible to me?

See examples of WGSS I.S. titles and abstracts in Appendix B that indicate a central research question and or thesis. All WGSS IS Titles and Abstracts are available through the Wooster Library database.

RESOURCES

Faculty as a Resource
While your I.S. advisor is your primary academic resource, you are encouraged to contact any WGSS-affiliated faculty member whose research interests are related to your topic, or who has special expertise that is relevant to your project. It is recommended that you discuss these consultations with your I.S. advisor.

Copeland Fund
The Copeland Fund is specifically designated to support the Senior I.S. research, and is available both to Seniors who are conducting I.S. research (the Fall Program), as well as rising Seniors who plan to begin I.S. research over the summer prior to the Senior year (the Spring Program). These funds can be used to subsidize domestic and international travel expenses that will enhance the student’s project, such as travel to conduct interviews or surveys, or to attend appropriate conferences or meetings. The Copeland Fund can also be used to support the development of appropriate research tools, and the purchase of supplies and small pieces of equipment that will enhance the student’s project. For more information, visit the Copeland Fund website. Grants are highly competitive, and students who are interested in applying for these funds should discuss their needs carefully with their I.S. advisor. The Copeland application
asks students to describe their Senior project, explain how assistance from the Copeland Fund will aid in the successful completion of the project, and provide an estimate of your proposed expenses. Seniors who are interested in applying for Copeland Fund grants should begin the application process early in the Fall semester; Fall Program applications are usually due early in October. Rising Seniors should begin work on the application early in the Spring semester of their Junior year; Spring Program applications are usually due early in April.

Writing Center
Located in Andrews Library, the Writing Center is a resource that helps students to think critically about the writing process, and improve their writing skills. This is a resource for everyone. In fact, studies have shown that the average GPA of a student using the Writing Center is 3.7, suggesting that it is not only for “poor” writers, but actually for some of the best students. Students who are working on their thesis can use the Writing Center for help improving the form of the thesis (e.g., grammar, syntax, organization, and citation format), but it is the student’s responsibility to carefully edit and proofread the thesis. Students should not approach the Writing Center for assistance with questions concerning the content of the thesis, but should use the I.S. advisor, along with other faculty members in WGSS for help with such questions. For more information, visit the Writing Center website.

Learning Center
Located in APEX, in the basement of Gault Library, the Learning Center functions as a support service for any College of Wooster student seeking academic assistance. Its central mission is to enrich, enhance, and support students’ educational experiences, including the I.S. process. Like the Writing Center, this is not a remedial resource. It is often used by the best students to learn to manage your time and schedule your work so that you can have a productive year both academically and personally. The Learning Center staff works in scheduled sessions with individual students and in groups to develop and establish strategies that promote the principles of effective learning. For more information, visit the Learning Center Website.

RESEARCH ETHICS

Research in WGSS often involves direct or indirect contact with a variety of people who function in some sense as research participants, whether we interview them, ask them to complete a questionnaire, observe their behavior, or analyze their written work. As researchers, we have important responsibilities in relation to the people we study. If you plan to use human research subjects, you and your advisor will need to consider carefully the ethical implication of your proposed project, both in terms of its methodology and its potential results.

All research with human subjects at The College of Wooster must be submitted to the Human Subjects Review Committee (HSRC) for approval. The primary purpose of this review is to ensure that students develop and maintain an ethical framework for all research. Please refer to the HSRC webpage for further information.

Students must receive approval of their HSRC proposal before beginning research. Research conducted prior to the Senior year (e.g., during a semester abroad, or during the summer
preceding Senior Independent Study) must have received HSRC approval or it cannot be included in your Senior I.S. See HSRC website for details.

Students should allow at least 2 weeks for HSRC to consider their proposal during the school year, and longer over the Summer Break. Frequently the HSRC will have questions about your initial submission, and may require clarification and modification of the initial proposal. Make sure to consult your advisor throughout this process and in all communications with HSRC.

ELEMENTS OF A WGSS I.S.

The following are elements that should be present in all WGSS I.S. theses. These elements may appear as individual chapters, or may be woven together in other formats, as negotiated between you and your advisor(s). You are encouraged to look at past I.S. projects to review the scope and breadth of WGSS I.S. research (see Appendix B). Above all, however, your I.S. thesis must be clearly presented, and should include: the purpose of your I.S. project; the context for the research; the research questions you are asking; the theoretical and empirical literature which you are examining; the theoretical assumptions you are making; the methodology or approach to the topic you have chosen; your data/findings and analysis; and your conclusion.

Introduction

Your introduction is the first impression a reader has of your project. There are several productive ways to draw in a reader, which is called a “hook,” but regardless of how you do it, you will need to clearly state the purpose of your project (your thesis) in the introduction.

The “Hook”
The “hook” is the way you grab readers’ attention and make them want to read on. This device is almost invariably found at the beginning of the introduction, and it can be done in a variety of ways:
- A vivid example
- A description
- A striking statistic
- A quotation
- A short dialog
- Questions

Whatever your “hook,” your introduction should begin by engaging your reader and answering the question “So what?” Why should they want to read on?

Your Personal Connection and Reflection
WGSS places particular value upon the personal experiences and insights feminist writers and researchers have about their subject matter. Most WGSS I.S. projects include an exploration of the student’s personal connections to the material, whether in the Introduction or elsewhere. At the very least, students should reflect on their identity and privilege as they impact and shape the project they undertake.
Contribution of Your Research to Feminist Thought and Scholarship

Your introduction should also anticipate the “So what?” question in terms of how your research is relevant to feminist thought and scholarship. Do not assume that it is readily apparent to the reader why your research is important to feminist scholars; you will need to make this case in your introduction. Whatever the rationale, your project must have scholarly merit, and it must be clearly and succinctly stated in your introduction chapter.

Outline of Project

After you have established the importance of your topic, you should provide an outline or “roadmap” of how you have organized your research in your Independent Study project. Here is where you briefly explain the focus of each of our chapters.

Review of Relevant Literature and Your Feminist Theoretical Lens

A literature review is the “scholarly conversation” that other feminist authors have generated about or related to your topic. This often includes identifying the theoretical perspectives other authors have employed and exploring the theoretical lens you will use to analyze your research. The central purpose of the literature review is to set the stage for your research and your methodological approach, and to help you find a place where you can insert your scholarly voice and make a contribution to this conversation. This review of relevant literature and theory may take place in a single chapter, or be woven throughout the I.S., but discussing and critiquing related scholarship is an essential part of identifying the significance of your project.

The literature you consider for your I.S. should be interdisciplinary, meaning that you should locate resources from feminist authors with a variety of disciplinary backgrounds. You may also want to consider sources published in a variety of feminist journals devoted to particular disciplines (such as Gender & Society, the journal of Sociologists for Women in Society or CALYX: A Journal of Art and Literature by Women), as well as explicitly interdisciplinary venues (such as Feminist Studies or Meridians: feminism, race, transnationalism). You may also wish to review literature on your topic that has NOT taken a feminist perspective. One of the things that may be significant and unique about your I.S. is that you advance new feminist research questions about a topic that has not previously been considered in this way.

You should begin building your bibliography as soon as you begin developing your thesis, and you should be continuously alert to the variety and quality of materials you utilize. The Internet, for instance, can be an excellent resource for basic research (for example, museum sites), but Internet sources vary tremendously in scholarly content and should be used with caution.

A basic first step in building a bibliography would be locating books in the CONSORT and OhioLINK databases. A more comprehensive bibliography can be established by working your way through references in books and journal articles, which give good basic bibliographies up to a certain date.

There is no magic number of sources that must be examined, but the literature review needs to show an awareness of the key sources that relate to your topic. Sometimes several bodies of
literature are relevant to your topic, and you should explain why you chose to include these particular sources in your literature review and not others.

Your review of this literature must contain a discussion of the authors’ methods, their theoretical perspectives, and their major findings. You should include a comparative discussion of these studies (for instance, how have they changed over time? What themes emerge in multiple studies or literary sources, and how are they treated? Why might there be contradictory findings?).

**Examining your Methodological Choices**

As you begin formulating your thesis, consider carefully the methodological approach or approaches you will use. Ask yourself what the most appropriate way to deal with your particular topic and questions would be.

One of the best ways to get a sense of how you might proceed is to consider how others have conducted research on this topic (see literature review suggestions above). What worked particularly well methodologically in these studies? Are there pitfalls or ethical concerns from previous studies that you wish to avoid? Will your methodology be part of what is unique and significant about your I.S. (i.e., will you pursue feminist qualitative research on a topic that has only previously been explored through quantitative data)?

Like your literature review, you should pursue an interdisciplinary methodology for your I.S. Draw on the resources and methods you were introduced to in your “Feminist Methodologies” course. Use caution, however, in pursuing methods for which you do not have coursework or training. For example, if you have not taken a statistics course it is not advisable to conduct a survey for Senior I.S. and attempt to analyze quantitative data. Similarly, if you have taken few Humanities courses, it would not be appropriate to embark on extensive literary analysis.

If you plan to research with human participants, you may also need to negotiate access to a research site—bear in mind as you plan your timeline for I.S. work. In addition to getting clearance from the HSRC at the College, you may have to apply for access (or further human subjects permissions) to conduct research in places like schools, churches, or childcare centers. This can take a long time. Some places do not require a formal application but it may still be very time consuming to get access or arrange logistics. Begin your access negotiations early and with careful consultation with your advisor. Be sure to include your advisor in any communications with potential field sites. Students should also remember that they are representing The College of Wooster and that their actions can have ramifications for future students who might want to access the same field sites.

Research ethics have been a central concern to feminist scholars. Ethical questions, considerations, and concerns do not end with the HSRC process. Your I.S. should address a wide range of ethical issues as they pertain to and are appropriate for your project. You should describe any ethical challenges that emerged and how you handled them. The protection and respect of research participants is paramount in feminist inquiry. Think carefully about how to protect privacy and confidentiality—especially given the nature of a small liberal arts college in
a small town. For example, you should not identify your contributors to anyone; to do so is a serious breach of research ethics. You should also not present data you collect on social media sites, like Facebook or YouTube; this may be a serious breach of research ethics and/or confidentiality/anonymity, unless you obtain permission to use such data in your consent form. If you plan to take photos, video, or audio recordings, this must be described in your HSRC application and you must explain all ways in which you plan to share the data with others. Keep in close contact with your advisor about ethical concerns regarding your study, and plan to reflect thoughtfully about them in your I.S.

**Conclusion**

The purpose of the conclusion is to wrap up your project in a logical and cohesive fashion by bringing closure to the full scope of ideas presented previously. It is often a good idea to revisit the introduction chapter/section of the project so as to make explicit linkages between the two sections to ensure a continuity of ideas. This does not mean, however, that you should reword the introduction in the conclusion.

The conclusion can be written as a stand-alone chapter or it can be a part of your final discussion about your research. Either way, it must incorporate a summary of your study. Additionally, you may want to include at least one of the following:

- An evaluation of the scholarly significance of your findings.
- A discussion of the limitations of the study (which you can also do when you discuss your methods and any ethical issues that arose).
- A discussion of what you might do if you were to extend and/or expand the project.
- A discussion of possible policy implications or activist possibilities that come out of your study.
- Linkages to a current social issue or event.

In the conclusion, you should NOT do the following:

- Introduce new data that you collected but did not discuss previously.
- Restate the introduction.

**FORM OF THE INDEPENDENT STUDY**

Form is all too often neglected by students. Senior I.S. projects with much to offer conceptually and analytically can be marred by a lack of attention to writing quality, correctness of documentation, and neat presentation. Since good writing depends upon clear, effective communication of ideas, your adviser’s responses to your outlines and drafts are good indications of whether or not your writing needs work. Similarly, peer review can be useful to improve your writing. Do readers have a difficult time understanding what you mean? If so, you probably need to refine your writing further. Good academic writing is hard work: most scholarly articles go through several rigorous edits before they reach the printed page. The more you can work on your writing before (and after) you submit it to your adviser, the better.
Writing Manuals
Since WGSS draws from interdisciplinary scholarship, there is no one citation style or manual that all feminist scholars use. Therefore, in consultation with your advisor, you should choose an appropriate style early on in your I.S. process. Two manuals commonly used in feminist scholarship are:

1. Kate Turabian’s *A Manual for Writers of Term Papers, Theses and Dissertations*. “Turabian,” as many refer to it, is based on the *Chicago Manual of Style*, but it far less overwhelming. If you have an interest in attending graduate school in the social sciences, you would benefit from an early familiarity with this book.

2. *MLA (Modern Language Association) Handbook for Writers of Research Papers, Theses and Dissertations*. A good, concise manual used by many feminist authors in the Humanities.

The Purdue University OWL website is one resource that provides detailed information about citation styles including Chicago and MLA: [http://owl.english.purdue.edu/](http://owl.english.purdue.edu/)

It is important to stress that proper citation is also an ethical matter. Be sure that you are familiar with the definition of plagiarism in The Scot’s Key. Note that plagiarism does not refer simply to the verbatim copying of phrases, sentences or paragraphs from another source, but to the representing of another person’s ideas as your own, without acknowledging your source. Paraphrasing does not remove obligation to make the paraphrased source known to the reader.

Table of Contents
The thesis should include a Table of Contents and if more than two tables, charts or maps are used, a separate List of Tables and Figures should be added immediately after the Table of Contents. Along with the Acknowledgements, Abstract, and Chapters, the Table of Contents should also list any Appendices, so that the Table of Contents provides a visual outline of the entire thesis.

Photos
If you plan to include photos in your I.S., assure that you have written permission from all individuals in the photos and from the photographer (or indicate “photograph taken by the author”). See discussion of research ethics in previous sections.

Spacing and Pagination
The finished I.S. submitted to the Registrar should be double-spaced with pages numbered at the top and running continuously from page 1 through the appendices and bibliography. All pages before Chapter One should be in lower case Roman numerals.

Margins and Font
The margins should be no less than 1 inch and no greater than 1.25 inches (this 1.25 incorporates the space needed for binding the document). The font should be no larger than 12 point.
Printing
We encourage students to print on both sides of the paper, but remember that this means the page numbers should appear at the top right of the front page, and the top left on the back page of the paper. Please adjust your pagination accordingly.

Binding for Hard Copy & Electronic Copy of Your I.S.
See Registrar website for the most up-to-date requirements. Spiral binding is preferred.

ORAL EXAM AND FEEDBACK

The oral exam will be scheduled in the weeks following the submission of the Independent Study Thesis at a time that is mutually convenient for you, for your advisor, and for your second reader. No later than 24 hours before the oral exam, your second reader will send you and your advisor a small set (5 maximum) of guiding questions. The second reader takes primary responsibility for conducting the oral exam, which will last no more than 50 minutes during which there will be no interruptions. Usually, the exam takes place in the advisors’ office and your advisor will begin by asking you to speak for the first few minutes about what drew you to your topic and why it is important to you and to WGSS.

As you are likely aware, students often exaggerate the fearsomeness of the oral exam. It is generally very conversational and even enjoyable: an open exchange of views and a free flow of questions and answers. For your oral, you want to be confident and sure of your material. But you don’t want to be defensive or arrogant: acknowledge problems you’ve encountered or issues that are still puzzling to you. Most of all, the faculty members will want to get a sense of your engagement with your material, and your command of your facts and your methodology. Think about what you have learned, how the I.S. has helped you grow, and what you might do differently if you could.

Notification of Pass/Fail
Following the oral exam, the faculty will ask the student to step outside and away from the primary advisor’s office while they decide whether the student passed or failed the oral examination (no grade notification will be given at this time).

Your advisor and second reader will then construct a letter outlining their collective feedback on your project, which your advisor will send to you. All WGSS seniors will receive their letters and grades (i.e., Satisfactory, Good or Honors) during the last week of the semester. If your advisor and 2nd reader disagree about a grade for your work, your I.S. will go to an arbitrator (a third reader) who will then decide your grade. In the case of double majors, you and your advisors will discuss the specific format that your oral exam will follow and how feedback will be conveyed early on in the Spring semester.
INFORMAL PRESENTATION AT THE SPRING MEETING

WGSS seniors will also be asked to discuss their Independent Study projects at the Spring Meeting of WGSS faculty and majors. This meeting is generally scheduled from mid- to late-April. This is not an oral exam, but a chance for you to talk about your work and for other faculty and students to ask questions about your project.

I.S. SYMPOSIUM

Each spring the College cancels classes on one Friday in April for the Senior Research Symposium. All seniors are encouraged to deliver an oral, poster, or digital presentation of their research at this event. Students, faculty, staff, parents, and community members are invited to attend these presentations to learn about the research conducted by our seniors. This is a valuable opportunity for prospective majors to see the range of research done in our department, and to ask questions of our senior researchers. The in Computer Lab in Taylor Hall and the Digital Media Bar in the Cooperative Research Experience (CoRE) can help students develop these presentations. For more information, visit the Senior Research Symposium website and the CoRE website.

COLLEGE REGULATIONS ON DEADLINES

The Independent Study Thesis is due in the Registrar’s Office by 5:00 p.m. on the first day of classes following Spring Break (see Registrar’s website for details). For an I.S. completed in the Fall semester, the due date is four weeks prior to the end of classes. The College takes these deadlines very seriously and so should you. Any delay in turning in a thesis or project beyond the deadlines specified above automatically established the grade of “I” (incomplete) for the thesis. The conditions for changing the “I” to a passing grade will be established by the Dean for Curriculum & Academic Engagement after consultation with the student’s advisor. The incomplete automatically becomes “NC” (no credit) two weeks after the deadline for the submission of the thesis unless prior approval for an extension of the incomplete has been given by the Dean. No thesis turned in after the deadline will receive a grade of Honors without the unanimous vote of the WGSS Curriculum Committee and the approval of the Dean.

In addition to the bound copies of their thesis that they submit to the Registrar’s Office, students must also submit an electronic copy of their thesis to the Administrative Coordinator of the WGSS Program. This electronic copy should be submitted after the oral defense, and can be submitted via email or on a CD.
COLLEGE REGULATIONS ON GRADING AND EVALUATION

The two semesters of Senior I.S., WGSS 451 and 452, are graded separately using two distinct types of grades and two distinct grading processes.

WGSS 451 Grades & Grading Process
No letter grade is assigned for the first semester of Senior I.S. Only grades of Satisfactory (S) or Unsatisfactory (NC) are used. NOTE: An incomplete in WGSS 451 is rare and must be approved by the student’s I.S. advisor and Program Chair.

The I.S. advisor alone is responsible for determining the student’s grade for WGSS 451. In order to earn an S for WGSS 451, students must:
• complete two chapters of their thesis, and develop a plan for completion of WGSS 452
• attend all weekly I.S. meetings, and to arrive for these meetings prepared to discuss the progress they have made and their plans for future work on the thesis

WGSS 452 Grades & Grading Process
In evaluating the final Independent Study project, the faculty readers will consider the following three elements and the manner in which these are combined in the realization of the project:
• Content: The choice of the I.S. thesis topic should reflect a considered judgment as to the significance and manageability of the subject, and the completed project should represent a serious and systematic attempt to address it with effective use of the available resources. An awareness of what has and has not been accomplished should be part of the presentation of the project.
• Method: The methods chosen should be stated and followed. The choices involved in the design of the methodology should be made clear, and an appreciation of the uses and limitations should be one of the results of the project.
• Form: Form is an essential element of clear expression. The project should reflect explicit attention to the requirements of form for a given discipline, field, or mode of expression.

Independent Study projects are graded as follows:
• Honors: Outstanding in terms of content, method and form.
• Good: Significantly above average in terms of content, method and form.
• Satisfactory: Acceptable overall in terms of content, method and form, although consideration may be given to balancing weakness in one area with strength in another.
• No Credit: Seriously deficient in content, method or form, with no compensating strengths in other areas.
WGSS RUBRIC FOR PROGRAM ASSESSMENT

This rubric is designed for Program Assessment and is based upon the learning goals of the Women’s, Gender & Sexuality Studies Program. It is not used to determine a student’s I.S. grade, nor is it typically shared with students. As noted in the I.S. Handbook, the student will receive a narrative evaluation of their work from their Advisor and 2nd Reader with their final grade.

Student __________________________________________ Date _________________

I.S. Title _______________________________________________________________

_______________________________________________________________________

Adviser __________________________ 2nd Reader __________________________

1. The topic is relevant and significant in the field of women’s, gender, and/or sexuality studies (WGSS).

   Unacceptable   Poor      Average    Good       Excellent

2. The paper clearly articulates how the project is a feminist inquiry.

   Unacceptable   Poor      Average    Good       Excellent

3. The paper clearly is interdisciplinary, drawing from two or more fields of study.

   Unacceptable   Poor      Average    Good       Excellent

4. The paper shows the student’s ability to formulate and support a feminist research question and project.

   Unacceptable   Poor      Average    Good       Excellent

5. The paper both raises and discusses salient WGSS issues, concepts, and/or controversies.

   Unacceptable   Poor      Average    Good       Excellent

6. The paper connects among personal reflection, lived experiences, WGSS research and theory, and feminist activism.

   Unacceptable   Poor      Average    Good       Excellent

7. The paper is analytical and/or exploratory (not merely descriptive).

   Unacceptable   Poor      Average    Good       Excellent

8. The paper demonstrates an understanding of the intersection of gender and sexuality with race, class, nation, culture, religion, or other dimensions of difference.

   Unacceptable   Poor      Average    Good       Excellent
Appendix A:

Advice from Previous WGSS Students

Be passionate about your I.S.!! It will be a lot easier to truck through the stressful times if you really enjoy your topic. Stay organized and don’t get behind. You want to have fun with this and be proud of the final product so schedule lots of time for editing and don’t leave it to the last minute! Get an I.S. buddy and do it together with someone to have them read over it, proofread it, and be there for moral support! Make sure you work on I.S. in a space where you can really focus and concentrate....eliminate as many distractions as possible!

- Take notes during your meetings! There were so many times I couldn’t remember exactly what we talked about after leaving the meetings.
- Slog through as much reading early on as you can. It’ll solidify your own ideas and open you up to new ones, which is so critical in the early stages.
- JUST WRITE. The “shitty first draft” rule is one of the most beneficial bits of advice I’ve ever gotten. It’s so easy to get caught up in censoring your writing or trying to write perfectly the first time, but there is nothing wrong with writing imperfectly the first time around.

Be completely open and honest [with your advisor about] what you’re having trouble with and what you have or haven’t gotten done! Advisors are there to help you and give you valuable advice so be sure to listen to them. Everyone has good days and bad days with I.S. so I found it really helpful to be open with my advisor with things like that so I knew what direction I had to take. It was really nice to have support in the group meetings to hear that other people were having similar troubles as you were. Set up times that you will definitely work on I.S. and not other work. Also, referring to past I.S.’s for style, format, and content was super helpful!

The most important component of I.S. is time management and organization. It is imperative to make a schedule and stick to it. Not pushing work back over and over again helps to make sure you finish in a timely manner and are not rushed.

Make outlines while reading sources as well as prior to writing a chapter, it does really help. Make a schedule for yourself weekly and monthly. Always stay ahead and make the deadlines [you & your advisor set], it really pays off at the end when you have a limited amount of time to complete your I.S. Do not become discouraged and always keep pushing! You can do it!!

JUST START WRITING!!!! Don’t put that off until the last few months or weeks. This way you will have time to edit your writing and get helpful feedback.

1. Start early
2. Write an outline
3. Revise ... and then revise some more

Don’t procrastinate on anything... no, seriously, otherwise you will pay for it later. Also, take any extra time you have at the end of your I.S. to do the small annoying projects that you will dread doing at the end, like acknowledgements and title page or abstract.

One person in the list [or advice] that I saw this year said that you “just have to start writing.” I think I kept that bit of advice with me during the whole process, especially in the first semester. When starting the project, you want your research and writing to be perfect and that is just not possible. I think one of the cool things about I.S. is later realizing how much you have actually learned and know about your topic. Therefore, you just have to trust yourself and WRITE. Second, I would say – do not try to do I.S. work in big clumps! Especially at the beginning during the lit review stage, it is easy to get into the habit of doing all your readings in one day. Sadly, this just doesn’t work AT ALL later on in the process.
Appendix B

Sample Title Pages, Abstracts, Table of Contents & References from Previous WGSS Majors

SHARING FOOD FROM THE MASTER'S TABLE:
WORKING TOWARDS FEMINIST SOLIDARITY THROUGH BIBLE STUDY

By
Abigail Heimach

An Independent Study Thesis
Submitted to the Women's, Gender, and Sexuality Studies and Religious Studies Programs
At the College of Wooster
March, 2011
In partial fulfillment of the requirements of the I.S. Thesis

Advisors: Drs. Christa Craven and Charles Kammer
Abstract

In this project, I attempt to put Chandra Mohanty's feminist solidarity theory paired with Paulo Freire's liberatory educational methods into practice through a Bible study in South Africa. Continuing the feminist conversations on building solidarity and creating equitable relationships across differences, I take an interdisciplinary approach to what Judith Stacey describes as a "partial feminist ethnography." Mohanty promotes a solidarity that challenges feminist Eurocentricism, seeks an understanding of contextual location, and works to connect people across borders—valuing difference in addition to commonalities. Freire emphasizes that equitable environments must encourage critical engagement within dialogue, diminishing subject-object relationships, and balancing power through loving interactions to create an "unshakable solidarity." I facilitated a three session Bible study with a group of Zulu, Xhosa, and English women in a Methodist church in South Africa on Matthew 15: 21-28, the story of Jesus' interaction with the Canaanite woman. By analyzing the power dynamics within the Bible studies, I reflect upon my role as a Christian American white middle-class woman researcher and facilitator, and my search for moments of solidarity.
Table of Contents

Acknowledgements........................................................................................................... i
Abstract............................................................................................................................ ii
Quotations Page................................................................................................................ iii
Introduction....................................................................................................................... 1
Chapter 1: Chandra Mohanty’s Vision for Feminist Solidarity........................................... 11
Chapter 2: Paulo Freire’s Liberating Process................................................................. 24
Chapter 3: A Brief Political and Religious History of South Africa................................. 36
Chapter 4: Putting Theory to Practice in Methodology.................................................. 48
Chapter 5: The Women’s Stories...................................................................................... 59
Chapter 6: The Bible Studies and Reflection.................................................................. 70
Conclusion......................................................................................................................... 100
Afterword......................................................................................................................... 103
Bibliography..................................................................................................................... 105
Appendix A: Interview Questions...................................................................................... 108
Appendix B: Respectful Communication Guidelines...................................................... 109
Appendix C: Letters From Some of the Women............................................................... 110
Appendix D: Image of God Artwork................................................................................. 112
Bibliography


BEYOND METAPHOR: POST-ROE ACTIVISTS IN THE CONTEMPORARY PRO-CHOICE MOVEMENT

By Amy A. Sondles

An Independent Study Thesis
submitted to the Women, Gender, and Sexuality Studies Program
at The College of Wooster
March, 2011
in partial fulfillment of the requirements of the I.S. Thesis

Advisor: Dr. Christa Craven
Second Reader: Dr. Nancy Grace
Abstract

The battle for reproductive rights in the United States is one steeped in an intricate history. The activism surrounding these issues, has traditionally carried out by female grassroots organizers, and helps to expose the diverse factors that shape women’s political consciousness. The actions of activists have been historically discussed in limiting metaphorical terms. In this study I seek to expose the limitations of particular metaphors in understanding the innovative activism of post-Roe activists currently organizing in the contemporary pro-choice movement. I begin this project my exploring standpoint theory to understand the specific locations from which women act politically. I then turn to a discussion of the metaphors historically used to describe women’s grassroots activism. Then, through interview data collected at Planned Parenthood’s Innovations 2011 Conference in Las Vegas, Nevada I explore the specific activism of post-Roe activists currently participating in the pro-choice movement. I conclude that the unique forms of activism engaged in by these young pro-choice activists reach beyond those metaphors historically used to describe these types of activities. I end my project with a manifesto for the future of the pro-choice movement.
# Table of Contents

Acknowledgements.............................................................................................. 2

Abstract............................................................................................................... 3

An Introduction: Coming of Age as a Pro-Choice Activist................................. 4

1. Hitting the Highlights: A Brief History of Reproductive Rights in the U.S. ...... 11

2. Feminist Interpretations of Standpoint Theory............................................. 22

3. Metaphors: A Discussion of Feminist Grassroots Activism............................ 34

4. Generational Tensions: The Experiences of Post-Roe Activists..................... 52

5. Education and Engagement: The Current Priorities of Post-Roe Activists. ... 69

Pro-Woman, Pro-Knowledge, Pro-Choice: A Manifesto for Post-Roe Activists.... 87

References........................................................................................................... 90
References


Haraway, Donna. “Situated Knowledges: The Science Question in Feminism and the Privilege of the Partial Perspective.” In *The Feminist Standpoint Reader Intellectual*
RE-HEADING THE HEADLESS FATTY: A LOOK AT FAT
POSITIVE FEMINISM IN BLOGS

By

Alison Peters

An Independent Study Thesis
submitted to the Women's, Gender, and Sexuality Program
at the College of Wooster
in partial fulfillment of the requirements of the I.S. Thesis
March, 2010

Advisor: Heather Fitz Gibbon
Second Reader: Nancy Grace
Abstract

This thesis examines fat positive feminism by looking at the relationship between fat acceptance and feminism in current fat activist blogs. After providing a contextual history of fat positive feminism, fat activist blogs are considered thematically, drawing from blog narratives to show how fat activist bloggers experience fat and feminism as working together or in conflict with each other. This discussion begins with an extensive look at how fat activist women critique the mind body dualism, offering their own framework for conceptualizing embodiment. The study goes on to examine the societal policing of fat women’s bodies, considering how and why this policing occurs. This leads to a discussion of how fat acceptance and feminism work together as well as the movements’ potential for mutual learning. The author draws on all of these discussions, as well as on her own experience as a fat positive blogger to call for a strong reciprocal relationship between fat acceptance and feminism.
### TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acknowledgements</td>
<td>iv</td>
</tr>
<tr>
<td>Abstract</td>
<td>v</td>
</tr>
<tr>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>Fat Positive Feminism: A History</td>
<td>8</td>
</tr>
<tr>
<td>Methods</td>
<td>35</td>
</tr>
<tr>
<td>Mind-Body Dualism</td>
<td>49</td>
</tr>
<tr>
<td>Policing the Fat Body</td>
<td>72</td>
</tr>
<tr>
<td>Fat Acceptance and Feminism: Toward Learning from Each Other</td>
<td>96</td>
</tr>
<tr>
<td>My Journey at <em>Fat Positive Femin[IS]m.</em></td>
<td>110</td>
</tr>
<tr>
<td>Conclusion</td>
<td>119</td>
</tr>
<tr>
<td>Works Cited</td>
<td>123</td>
</tr>
</tbody>
</table>
WORKS CITED


Visual Articulations of Life in Place and Place in Life:
A Feminist Visual Ethnography of Place, Identity, Home, and Community for
Six Southern Women in Madison County, Kentucky

by

Catherine E. Grandgeorge

An Independent Study Thesis
submitted to the Women's Studies Program
at the College of Wooster
March, 2007
in partial fulfillment of the requirements of the I.S. Thesis

Advisor: Dr. Christa Craven
Second Reader: Dr. Joanne Frye
# TABLE OF CONTENTS

INTRODUCTION .................................................................................................................. 1

CHAPTER ONE: CONCEPT OVERVIEW ............................................................................. 6
  Defining Identity ............................................................................................................. 6
  Defining the South and Appalachia .................................................................................. 10
  Defining Home and Sense of Place ................................................................................ 15
  Defining Community .................................................................................................... 19
  Defining Landscape ..................................................................................................... 21

CHAPTER TWO: METHODOLOGY AND FEMINIST ETHNOGRAPHY .............................. 24
  Research Location ........................................................................................................ 25
  Methodology ................................................................................................................ 28
  Ethical Considerations ................................................................................................. 31
  The Challenge of Designing a Feminist Ethnography .................................................... 33

CHAPTER THREE: THE USE OF CAMERAS AND PHOTOGRAPHS IN
  ETHNOGRAPHY ............................................................................................................. 37
  Limitation of Photographs ............................................................................................. 39
  Benefits of Photographs ............................................................................................... 40
  Creating a Visual Voice: Photovoice ............................................................................. 43

CHAPTER FOUR: RESULTS ............................................................................................... 46
  Relationship to Participants .......................................................................................... 46
  Favorite Pictures .......................................................................................................... 50
Thematic Elements from Interviews ......................................................... 56
Community ......................................................................................... 56
Home .................................................................................................. 58
Identifying with Southern and/or Appalachian Identity ....................... 61
Physical Landscape ........................................................................... 64
Food ..................................................................................................... 66
Home and Away, Leaving and Returning ............................................ 68
Stereotypes ........................................................................................ 70
Group Interview .................................................................................. 71

CONCLUSION ...................................................................................... 77

APPENDIX A: Consent to Participate ...................................................... 80

APPENDIX B: Consent for Use of Images................................................. 82

APPENDIX C: Favorite Photographs ...................................................... 83

REFERENCES ....................................................................................... 94
REFERENCES


The College of Wooster

From Women's Mouths: Eating Disorders are Feminist Issues

By
Lindsay E. Galan

Presented in Partial Fulfillment
of the Requirement of Independent Study
French and Women's Studies 451-452

Supervised by
Carolyn Durham
and
Christa Craven

March 23, 2009
Table of Contents

Introduction ........................................................................................................... 1

Chapter 1: Wasted ............................................................................................... 20

Chapter 2: Voyage en Anorexie .......................................................................... 35

Chapter 3: Thomytorinx ...................................................................................... 49

Chapter 4: A Very Hungry Girl ......................................................................... 67

Conclusion ........................................................................................................... 80

Notes ..................................................................................................................... 86

Works Cited .......................................................................................................... 89

Appendix A ........................................................................................................ 100
Works Cited

Primary Sources:


Secondary Sources:


L’œuvre d’Albistur fournit le contexte social et historique des situations des femmes et les mouvements féministes dès le sixième siècle. Je l’ai consultée pour voir des différences entre les mouvements féministes français et américains et pour comprendre le travail féministe sur le corps féminin.


On considère aux Etats-Unis que le DSM-IV est l’autorité sur les désordres mentaux, y compris les troubles du comportement alimentaire. Je l’ai utilisé pour fournir aux lecteurs une définition de l’anorexie et de la boulimie.


<http://www.iht.com/articles/2007/02/06/healthscience/sneating.php>