

Class will meet online on 9/16, 10/14, 11/18 & 12/2

Whenever individuals gain access to the tools and skills to affect the conditions of their own lives, they define empowerment. Laura Kaplan

I and other black women present were asked to name what we felt helps enable feminist thinking and the feminist movement. I answered that to me "critical thinking" was the primary element allowing the possibility of change. Passionately insisting that no matter what one's class, race, gender, or social standing, I shared my beliefs that without the capacity to think critically about our selves and our lives, none of us would be able to move forward, to change, and to grow.

bell hooks

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### **Course Description**

What does it mean to understand education as a vehicle for social change and personal empowerment? What teaching strategies can be employed effectively to promote critical consciousness about social injustices? How can feminist pedagogy be effectively employed not only in Women's Studies classes but other classes as well? What does it mean to be an anti-racist feminist teacher, and what characteristics do feminist classrooms tend to share? Can the ideas of feminist pedagogy be successfully utilized in an on-line course? These are some of the central questions to be considered in this course.

This graduate seminar examines theoretical writings on feminist pedagogy and also addresses practical issues related to teaching Women's Studies. Participants will develop familiarity with feminist pedagogies and their significance for the field of Women's Studies; interpret their own educational experiences within the context of feminist reflections on education; formulate their own philosophies of education; and develop and test pedagogical strategies for developing critical consciousness about social inequalities.

The course requires extensive participation, critical reading, writing, presentation, and research. Graduate students from all academic backgrounds are welcome.

## Course Goals

This course is designed 1) to familiarize students with theories and philosophies of feminist pedagogy and their significance for the field of Women's Studies, 2) to encourage students to reflect critically and carefully on their own educational experiences and/or to develop their own philosophy of education, 3) to provide opportunities for students to develop and test pedagogical strategies in Women's Studies classes and other disciplines, and 4) to further develop research skills as well as oral, written, and technological skills.

## Class Format and Expectations

This course centers on large and small group discussions of assigned readings, projects, and activities related to feminist pedagogy. Our meetings will be enriched by the variety of perspectives that each of you brings to the course. My hope is that your questions and interests—rather than simply my own—will serve as the basis of our discussions.

You are not expected to agree with everything you will read, but you are expected to read the assigned materials open-mindedly and analytically. At all times, you are expected to consider the perspectives of other course participants with friendliness and respect as we engage in discussion and dialogue with each other. (I agree with B. Hillyer Davis' statement that "it is as important for feminists to learn to listen as to be heard.") If you tend to speak a lot in class, make an effort to think about what you want to say before you speak. If you tend to be quiet in class, make an effort to participate in each class discussion at least once every class period.

In order for our course to be productive, you should attend class regularly and on time, read assignments carefully prior to the class period, participate in class discussions with thoughtfulness, listen diligently to the views of others with a spirit of openness, and complete assignments by the announced deadlines. Before entering the classroom, please turn off all pagers, beepers, and cell phones. Refrain from engaging in behaviors that are distracting to other members of the class.

## Textbooks

The following texts are required for this course:

- Cohee, Gail Ed., The Feminist Teacher Anthology: Pedagogies and Classroom Strategies (1998)
- Fisher, No Angel in the Classroom: Teaching through Feminist Discourse (2001)
- Freedman & Holmes, The Teacher's Body: Embodiment, Authority, and Identity in the Academy (2003)
- Freire - Education For Critical Consciousness
- Hafkin & Huyer, Cinderella or Cyberella? Empowering Women in the Knowledge Society (2006)
- hooks, Teaching to Transgress: Education as the Practice of Freedom (1994)
- Keating, Teaching Transformation: Transcultural Classroom Dialogues (2008)
- Macdonald and Sánchez-Casal, Twenty-First-Century Feminist Classrooms: Pedagogies of Identity and Difference (2002)

The required books are available at the TWU Bookstore. You can also check the KD Bookstore as well as Internet sources such as <http://www.bestbookbuys.com> or <http://half.com>. Do not attempt to take this course without obtaining copies of the required texts, since a significant aspect of the course involves reading, analyzing, and discussing the required texts. The textbooks will be supplemented with additional readings that will be made available to you through Blackboard.

### **Blackboard**

If you are registered for this course, you should be enrolled in Blackboard for this course, as long as you have opened up a Pioneer Portal account. Blackboard is the University's software program for course support and distance learning. Although I will pass out the syllabus in class, you will be able find a copy of the syllabus and handouts on Blackboard unless otherwise noted. Some of the articles will have a link to the specific website where the article can be located. I recommend that you print out the articles so you can bring them to class to refer to and make notes on. If you have already paid a TWU printer fee these articles can be printed out in TWU's computer labs. I will also use Blackboard for announcements, reminders, and/or unexpected changes in the schedule. You can also engage in discussions with other students in the class via Blackboard, and you are encouraged to do so. For information about how to log into and use Blackboard, see the following site:

<http://www.twu.edu/de/blackboard.asp>

Make sure that the email address listed for you in Blackboard is the email address that you use and check regularly. You will be responsible for checking and reading emails sent to you through Blackboard and to your Pioneer Portal account. Also please check Blackboard regularly (at least once or twice a week) for updates and to read messages posted on the Discussion Board.

### **Course Requirements**

Course grades will be awarded according to the number of points you earn throughout the semester. You will earn points in various ways, and it will be your responsibility to keep track of your number of points.

#### **1. Attendance and Participation**

##### **(150 possible points; 10 points for each class period)**

Regular attendance and participation are expected of each student, since much of our learning will take place in class. More than two unexcused absences will lower your final grade for the course, no matter how many points you accumulate by the end of the semester. If you arrive late or leave early, you will not receive the full number of points for that class period. For weeks we meet on bb your online postings will count as your attendance.

**TWU Attendance Policy:** Consistent and attentive attendance is vital to academic success, and is expected of all students. Grades are determined by academic performance, and instructors may give students written notice that attendance related to specific classroom activities is required and will constitute a specific percentage of students' grades.

Instructors are strongly encouraged to keep a record of student attendance. They should note absences due to documented student illness, serious illness or death in the student's immediate family, official school activity, state-recognized religious holiday, active military service that is of a reasonable brief duration, or other verified absences deemed appropriate by the instructor. Students must consult with instructors regarding the completion of make-up work.

Absences do not exempt students from academic requirements. Excessive absences, even if documented, may result in a student failing the course. An incomplete may be granted if the student has a passing grade, but only if the instructor determines that it is feasible for the student to successfully complete remaining assignments after the semester. Pursuant to university policy, such determinations are within the discretion of the instructor.

According to TWU policy, absences from class will be excused in only these cases: 1) illness certified by a physician, 2) serious illness or death in student's immediate family, 3) absence from the campus with the sanction of the University or for a religious holiday. In the event that you must miss class due to an excused absence, you should obtain an absence memo from the Office of Student Life (940/898-3615); please do not bring your documentation of personal illnesses or emergencies to me. You will be responsible for providing the Office of Student Life (Student Center, 2<sup>nd</sup> floor) with the proper verification for your absence.

In addition to attending class regularly, you are expected to contribute to class discussions to the best of your ability. During class discussions, you are encouraged to indicate what you found most significant, troubling, or stimulating in the reading. You are also encouraged to raise questions for discussion. If you wish, you may also share additional materials that are relevant to our course.

In preparation for class, you should take notes on your reading and endeavor to answer the following questions:

1. What do you know about the author and his/her perspective? What can you infer about the author and his/her assumptions?
2. What is the author's major purpose and thesis?
3. How does the author support or defend his/her thesis? What arguments, examples, or illustrations does he/she use?
4. From your perspective, what is the author's strongest argument? Why?
5. From your perspective, what is the author's weakest argument? Why?
6. Identify a passage that was particularly thought-provoking or insightful to you. Explain your response to the passage.
7. Identify a passage that was particularly troubling or objectionable to you. Explain your response to the passage.

Although your answers to these questions will not be collected, you should come to class prepared to share your answers to these kinds of questions. Always bring your reading and writing assignments to class with you.

## **2. Weekly Participation on Blackboard**

**(110 total possible points; 10 possible points for each weekly entry)**

Prior to each class session (except Sept. 2, Oct. 14, Nov. 11, Nov. 25 and Dec. 2), you will post on Blackboard a carefully-formulated discussion question relating directly to the reading(s) assigned for the week. Your question may ask for clarification of terms, concepts, or ideas; it may question the author's assumptions; it may explore the implications of an author's assertions; or it may endeavor to relate reading assignment(s) to other materials. If your question refers to a specific passage in a reading assignment, provide the quotation and page number.

Each required contribution to Blackboard will be due by Tuesday at noon unless otherwise noted in the syllabus. Please read the messages posted by other students in the class prior to coming to class on Wednesday evenings. For weeks we meet online a specific project and time is listed for the posting of this material.

**3. Statement of Teaching Philosophy (5 pages) (200 possible points) Due Oct. 14<sup>th</sup> posted to BB.** Write a statement of your teaching philosophy as it relates to the population and subject matter you teach or would like to teach (elementary students/mathematics, special education high school students, high school family science students, undergraduate literature students, undergraduate women's studies students, medical patients, etc.). Your statement should address some of the following: your motivations for teaching; the instructional challenges you face and how you meet them; your pedagogical values, goals, strategies, and/or methods. Your statement should *explicitly* reflect on the ways in which you employ (or do not wish to employ) principles of feminist pedagogy. Describe how you understand feminist pedagogy and how you may wish to incorporate principles of feminist pedagogy in your teaching. Your statement of teaching philosophy should display evidence that you have gained insight from course materials and/or other sources identified through your research. Make sure to document your sources carefully.

For additional ideas for writing the statement of your teaching philosophy, see the following websites:

<http://www.celt.iastate.edu/teaching/philosophy.html> (Iowa State University)

<http://www.ill.hawaii.edu/sltcc/tipps/philosophy.html> (University of Hawaii)

#### **4. Learning Activity/Practical Exercise (100 possible points)**

Along with other students in the course, you will design and implement one short (approximately 15-20 minutes) learning activity, or practical exercise, aimed to increase awareness of power structures within society (e.g. white privilege, sexism, compulsory heterosexuality, ableism, ageism, and/or classism); to encourage meaningful reflection on "feminism" or "womanism"; or to promote reflection on strategies for social change. Although this activity may be most suitable for another learning context (e.g. an undergraduate course, a middle school classroom, a meeting of a community organization), you should plan the activity and carry it out in our class; after we participate in the exercise or activity, we will reflect together on its strengths and limitations.

On the night that you carry out this activity, you will provide each member of the class with a written description of the activity, a statement of the goals of the activity, a statement of the intended participants in this activity (e.g. undergraduate students, elementary school students, etc.), as well as a statement of the perceived strengths and limitations of the activity. You should also credit any sources (e.g. books, articles, professors, friends) that you used to develop the activity. If you wish, you are welcome to implement ideas found in the textbook *Teaching for Diversity and Social Justice*. This book can provide helpful and stimulating ideas.

To carry out this assignment, students will be assigned to groups (there will be 7 groups of 2 students per group); dates for the learning activities will also be assigned. Please contact me to request a change, if necessary, in the assigned groups or dates.

**5. Teaching Unit Project (5a or 5b)  
(400 possible points)**

**Due: December 2nd at 10 p.m.**

**Narrative or Statement of Teaching Using Feminist Pedagogical Methods and Technology**

**a. How would you use the ideas and methodologies of feminist pedagogy combined with the use of technology in the classroom?**

How would you involve and teach students if you were teaching an undergraduate women's studies course online? Would you use blogs, podcasts, wikis, MUVes (multi-user virtual environments like Second Live), and PowerPoint presentations? Design a lesson plan for an undergraduate women's studies using the concepts learned in this class and how it would work using technology. Imagine yourself teaching an online class: How would you set the class up? What other materials or resources would you use? What work would you require of the student? How would you grade participation? Your teaching unit include a written narrative of at least 5 pages to include the following: a) a statement of your topic, your intended audience, and your reasons for selecting the topic for your audience, b) the purpose(s) of your teaching unit (your goals and intended outcomes), c) selected basic background information on your topic, d) a description of the specific learning activities you would implement (exercises, lectures, films, discussion questions, etc.) and a rationale for implementing those activities, e) reflection on the strengths and possible limitations of your approach, f) a list of appropriate materials on the topic (books, articles, Internet sites, films, etc.), and g) thoughtful reflection on your understanding of feminist pedagogy and how its values and principles shaped the development of your teaching unit. If it is possible for you actually to teach your teaching unit during the semester, your paper also could include reflections on your experience. Your project will also consist of 3-5 pages of technological information detailing the use of PowerPoint slides (with examples), online blogs, or other forms of technology used in the class.

OR

B. A written version of your Teaching Unit to be done in class with no or limited use of technology.

This assignment requires you to develop ideas and compile a list of resources for a curricular unit you would like to teach as part of a class, for a meeting of a community organization, or within a particular professional setting. This curricular unit should relate directly to women's studies and/or teaching for diversity and social justice; it should also display reflection on principles and techniques of feminist pedagogy.

I suggest that you develop a teaching unit that you actually would like to implement. Sample topics include the following: a unit on Muslim feminism for an undergraduate course on women & religion; a unit on racial disparities in the death penalty for an undergraduate course on feminist ethics; a unit on domestic violence for a meeting of clergy; a unit on drug rape for high school students; a unit on women in Texas history for a middle school history course; etc.

Your teaching unit (a paper of 8-10 pages in length) should include the following: a) a statement of your topic, your intended audience, and your reasons for selecting the topic for your audience, b) the purpose(s) of your teaching unit (your goals and intended outcomes), c) selected basic background information on your topic, d) a description of the specific learning activities you would implement (exercises, lectures, films, discussion questions, etc.) and a rationale for implementing those activities, e) reflection on the strengths and possible limitations of your approach, f) a list of appropriate materials on the topic (books, articles, Internet sites, films, etc.), and g) thoughtful reflection on your understanding of feminist pedagogy and how its values and principles shaped the development of your teaching unit. If it is possible for you actually to teach your teaching unit during the semester, your paper also could include reflections on your experience.

For published examples that are similar to this assignment, see John Miller, "Teaching about Sweatshops and the Global Economy," *Radical Teacher* 61 (2001) [http://findarticles.com/p/articles/mi\\_m0JVP/is\\_2001\\_Summer/ai\\_90530874](http://findarticles.com/p/articles/mi_m0JVP/is_2001_Summer/ai_90530874)

Brenda D. Phillips, "Women's Studies in the Core Curriculum: Using Women's Textile Work to Teach Women's Studies and Feminist Theory," *Feminist Teacher* 9 (1995): 89-92. This article can be found through the TWU library.

On December 2<sup>nd</sup> by 10:00 p.m., you will post your project on BB. On Dec. 9<sup>th</sup> and 16<sup>th</sup> be prepared to give an overview of your teaching unit project to other members of the class. Your presentation (10 minutes in length) should provide an overview of your project, including the purpose & rationale for the teaching unit, the teaching methods you selected, and the resources you identified. Provide each member of the class with a 1-2 page handout that complements your presentation.

Your project will be evaluated according to both content (coherence of the argument, thoughtfulness of presentation, depth of reflection, research) and form (grammar, spelling, sentence structure, and consistency in following the MLA style).

## **6. Other assignments (40 points possible)**

### **a. Syllabus evaluation (20 possible points) Due: November 11th**

Locate, read, and evaluate at least 3-5 different syllabi for similar Women's Studies courses (Introduction to Women's Studies, Feminist Theories, Women and Religion,

Women and Literature, Psychology of Women, etc.). These syllabi can be easily found on the Internet by using a search engine or by going to sites like the following: <http://www.umbc.edu/cwit/syllabi.html>, [www.mith2.umd.edu/WomensStudies/Syllabi/](http://www.mith2.umd.edu/WomensStudies/Syllabi/), <http://www4.nau.edu/womensstudies/syllabi.html>

Select one syllabus that you find to be particularly creative, stimulating, strong, or helpful. Write a detailed evaluation of the strengths and weaknesses of the syllabus you select (1 to 2 typewritten pages, single-spaced). Make sure to include the course name, instructor name, and source of the syllabus (website address, etc.) on your evaluation. Make a copy of your evaluation page for each member of your group (6 students) as well as for me. Bring two copies of the syllabus with you to class.

**b. “Talking Points” Handouts (10 points each; 20 points total)**

On both October 21 and on November 18<sup>th</sup> posted to BB, you will briefly present the key points of an assigned article to other students in the class. You will create a “talking points” handout (1 page) to accompany each of your presentations. This handout should list the key points in your assigned article.

**7. Extra Credit Opportunity**

Extra points (up to 50 points) may be earned by writing the essay described below. Any extra points that you earn will only be counted if you complete all course requirements.

- Write a thoughtful essay responding to Christine Stolba’s “Lying in a Room of One’s Own: How Women’s Studies Textbooks Miseducate Students” (<http://iwf.org/publications/show/18752.html>). Your essay (3 pages) should include your own survey and analysis of Women’s Studies textbooks. A collection of introductory Women’s Studies textbooks can be studied in the Women’s Studies Program office in HDB 307. This essay will be evaluated according to both its content and form. It will be due at the beginning of class on **November 18<sup>th</sup>** posted on BB.

**Grading**

Grades for the course will be determined as follows:

|   |                  |
|---|------------------|
| A | 1000-900 points  |
| B | 899-800 points   |
| C | 799-700 points   |
| D | 699-600 points   |
| F | below 600 points |

**Policies**

- If you miss class, you are responsible for finding out about announcements, changes to the schedule, handouts, and assignments that you miss during your absence. Contact another student in the course prior to contacting me.
- Your work should be handed in on time. Thank you!
- Your papers should carefully follow the MLA (Modern Language Association) format for papers and citations, unless you receive permission from me in advance to use another citation style. For helpful instructions on MLA style, see the guidelines and links on the following website: [http://owl.english.purdue.edu/handouts/research/r\\_mla.html](http://owl.english.purdue.edu/handouts/research/r_mla.html)

- Written assignments should be typed, double-spaced with 1” margins and 12-point font. Indent each paragraph, and do not add extra spaces between paragraphs. The first page should include your name and a title. Do not place decorative pictures on your paper. Number each page of your writing assignment. Staple the pages together before coming to class.
- Eliminate typographical, spelling, and grammatical errors before turning in your papers or posting your comments and questions on Blackboard.

### **Students with Disabilities**

If you anticipate the need for reasonable accommodations to meet the requirements of this course, you must register with the office of [Disability Support Services](#) (HDB 002, 940-898-3835, [dss@twu.edu](mailto:dss@twu.edu) ) in order to obtain the required official notification of your accommodation needs. Please plan to meet with me by appointment or during office hours to discuss approved accommodations and how my course requirements and activities may impact your ability to fully participate.

### **Other University Services**

TWU provides the following services that may be beneficial to you:

- The **Write Site** provides free, individualized assistance with writing assignments. Visit the Write Site in CFO 131 or call 940/898-2341 to make an appointment. <http://www.twu.edu/writesite/>
- The **Online Writing Lab (OWL)** will respond electronically to your essays. For further information, see <http://www.twu.edu/writesite/OWL.asp>
- TWU provides a wide range of free and confidential counseling services. If you are experiencing personal difficulties, do not let them prevent you from doing your best. Contact the **Counseling Center** in West Jones Hall at 940/898-3801.

### **Policy on Academic Honesty**

#### **Academic Dishonesty**

Honesty in completing assignments is essential to the mission of the university and to the development of the personal integrity of the student. Cheating, plagiarism, or other kinds of academic dishonesty will not be tolerated and will result in appropriate sanctions that may include failing an assignment, failing the class, or being suspended or expelled. Suspected cases in this course may be reported to Student Life. The specific disciplinary process for academic dishonesty is found in the TWU Student Handbook. Tools to help you avoid plagiarism are available through the TWU Libraries at <http://www.twu.edu/library/tutorial/plagiarism/player.html>

You are expected to do your own work and ensure that you do not plagiarize or submit the work of someone else as your own. Together we must be committed to the highest ethical standards for our research and scholarship. For all writing assignments, be careful to properly document quotations and paraphrases from other sources. Plagiarism (from the Latin, meaning “kidnapping”) is a serious offense and includes presenting words or ideas from other sources as your own.

Plagiarism includes the following:

- Quoting directly from the Internet, a book, an article, or writings (published or unpublished) of another person without placing quotation marks around the words of the other person and acknowledging your source. Quotation marks must be used even around short phrases.
- Presenting the ideas of another person without acknowledging your source, even if the ideas are explained in your own words. Even when you paraphrase another person’s argument or thought you must cite your source(s).
- Buying a paper from an Internet source or another person and submitting the paper or portions of the paper as if it were your own.
- Deliberately falsifying your references.

In order to avoid plagiarism, I recommend that you carefully study the following on-line power point presentation concerning plagiarism:  
[http://www.twu.edu/library/tutorial/plagiarism/tut\\_faq.htm](http://www.twu.edu/library/tutorial/plagiarism/tut_faq.htm)

You must always use quotation marks around words that are not your own and properly cite your sources according to a recognized style manual (e.g., MLA Format). Even when you are summarizing someone else’s ideas in your own words, you must acknowledge your source through proper methods of citation.

Since academic dishonesty is a serious offense, deliberate plagiarism will result in a failing grade on your writing assignment and may result in a failing grade for the course. If I determine that an instance of plagiarism is the result of carelessness or sloppiness rather than deliberate intent, a student may rewrite an assignment for a grade no higher than a “C.”

For information about TWU’s student conduct policies, including the policy on academic dishonesty, see the TWU Student Handbook, Chapter 4.

If you have any questions about how to document quotations and to use sources properly, I will be happy to speak with you at any time.

- ❖ *In an effort to ensure the integrity of the academic process, Texas Woman’s University vigorously affirms the importance of academic honesty as defined by the Student Handbook. Therefore, in an effort to detect and prevent plagiarism, faculty members at Texas Woman’s University may now use a tool called Turnitin to compare a student’s work with multiple sources. It then reports a percentage of similarity and provides links to those specific sources. The tool itself does not determine whether or not a paper has been plagiarized. Instead, that judgment must be made by the individual faculty*

member.

## Schedule of Topics and Reading Assignments

Topics will usually be covered in the order given, but the schedule is subject to change. Be sure to check blackboard for changes or updates. You should read and reflect on the assignments before coming to class. Always bring your reading and writing assignments to class with you.

### September 2 Introductions

1. Introduction to course and class participants
2. Adrienne Rich, "Claiming an Education" (1977)  
<http://www.u.arizona.edu/~jacovijl/Rich-Claiming%20an%20Education.doc>
3. What is pedagogy? What is feminism? What is feminist pedagogy?

### What is Feminist Pedagogy? Key Values, Principles, & Questions

1. Discussion of readings:
    - Carolyn M. Shrewsbury - "What is Feminist Pedagogy?" (BB)
    - Macdonald & Sánchez-Casal *21<sup>st</sup> Century Feminist Classrooms*, pp 1 – 31.
    - Fisher, *No Angel in the Classroom*, pp. 1 – 109
  2. In class learning activity assignment: Thinking over your educational experiences choose your favorite class/teacher and your worst class/teacher. What made this the best/worst class? Prepare a list of reasons of why they were the best/worst class/teacher. Bring the list to class to share and then keep it as we will refer back to your comments during the semester.
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### September 9 What is Feminist Pedagogy? Key Values, Principles, & Questions

1. Discussion of reading:
  - Fisher, *No Angel in the Classroom*, pp. 111 – 190
  - Keating, *Teaching Transformation*, pp. 1-41, Appendix 1
  - Cohee, *The Feminist Teacher Anthology*, pp. 13-31.
  - Selections from Leslie Miller-Bernal - *Separate by Degree: Women Students' Experiences in Single-Sex and Coeducational Colleges* (BB)
  - Adrienne Rich, "Taking Women Students Seriously" (BB)
2. **DB** assignment: Discussion of questions and accompanying readings (as time allows): Is single-sex education beneficial or harmful to women and to men?

Should single-sex education be legal in publicly supported institutions? Can a feminist pedagogy be useful in single sex schools? In a coed school?

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**September 16 Liberatory Pedagogies & Movements for Social Justice:  
An Introduction to Paulo Freire**

**\*\* Class will be conducted via BB \*\* Each student must post 1 question to the db by Tuesday noon and then respond to 2 other postings by Saturday noon.**

1. Discussion of readings:

- Fisher, *No Angel in the Classroom*, pp. 191 – 221
  - Freire, *Education for Critical Consciousness*, introductory materials and chapters 1 – 2.
  - Keating, pp. 41-81, Appendix 2
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**September 23 Liberatory Pedagogies & Movements for Social Justice:  
An Introduction to Paulo Freire**

1. Discussion of readings:

- Freire, chapters 3-5
  - hooks, *Teaching to Transgress*, pp. 1 – 110
  - Cohee, *The Feminist Teacher Anthology*, pp. 75-87.
  - Gilda & Pineda “Deconstructing Power, Privilege, and Silence in the Classroom” BB.
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**September 30 Educating to Transform**

**\*\* Guest Speaker – Dr. AnaLouise Keating – Please use Dr. Keating’s book when posing your discussion questions. Dr. Keating will use these questions as the basis of her class discussion. \*\* In addition to posting your discussion questions to BB, please send them to Dr. Keating: akeating@twu.edu**

1. Discussion of readings:

- Keating, pp. 81-125, Appendix 3 – 6
- Cohee, *The Feminist Teacher Anthology*, pp. 61-70, 234-259.

**After class please post a “free write” paper on Dr. Keating’s class.**

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**October 7 Education as the Practice of Freedom: bell hooks**

1. Discussion of readings:

- hooks, *Teaching to Transgress*, pp. 111 – 207
- Cohee, *The Feminist Teacher Anthology*, pp. 191-208

**October 14 Personal Narrative Essay or Statement of Teaching Philosophy Due**

**\*\* Class will be conducted via BB \*\* Each student must post their Teaching Philosophy to the db by Wednesday at 10 pm and then respond to 2 other postings by Saturday noon.**

1. Discuss your essay with other members of the course. How does this teaching philosophy mesh with your thoughts on your best/worst teacher/class exercise from Sept. 3<sup>rd</sup>? Did you find any teaching philosophy that meshed with your own? Any philosophies that were very different than your own? Did you read something and think “Wow – that is a great idea!”

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**October 21 Challenges Presented by Teaching Introductory Women’s Studies Courses - Criticisms of Feminist Pedagogy**

**Talking Notes Due**

1. Discussion of readings:

Our discussion will revolve around the list of **Criticisms of Feminist Pedagogy (a copy is on BB) and the 2 readings posted below.**

These criticisms were posted on the above website and represent one person’s opinion. After reviewing the comments we will discuss each criticism. Based on what you have read so far this semester do you agree, disagree, have other comments? What has been your experience as a student in the WS program? In other classes? What would you list as positive points of Feminist Pedagogy?

- Christine Stolba, “Lying in a Room of One’s Own: How Women’s Studies Textbooks Miseducate Students <http://www.iwf.org/publications/show/18752.html>
- Daphne Patai and Noretta Koertge, “Proselytizing and Policing in the Feminist Classroom” chapter 4 (BB)
- Cohee, *The Feminist Teacher Anthology*, pp. 45-61, 87-98
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*Optional Writing Assignment Due:* Response to Stolba’s “Lying in a Room of One’s Own,” based on your own evaluation of Women’s Studies textbooks. (Copies of Women’s Studies textbooks can be found in the Women’s Studies Program conference room.)

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## October 28 Approaches to Teaching Women's Studies

**\*\* Guest Speaker - Dr. Judy Rohr - assignment to follow \*\***

1. Discussion of reading and writing assignment:

- Hafkin & Huyer, *Cinderella or Cyberella?* Intro, chapters 1-4.
  - Joest and Allen (2003) Classwomb tech! in *Journal of Teaching in Marriage and Family*. vol 3 (2) p.139-177 (BB)
  - Freedman & Stoddard Holmes pp. 1 – 23, & 41 – 59. Everyone will need to choose a chapter to present on Nov. 11 that has not already been assigned.
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## November 4

**\*\* Guest Speaker – Jake McBee - assignment to follow \*\***

- Hafkin & Huyer, *Cinderella or Cyberella?* chapters 5-8.
- Cohee, *The Feminist Teacher Anthology*, pp. 114-135, 208-224.

**After class please post a “free write” paper on Jake McBee’s class.**

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## November 11 Transforming the Curriculum in Disability Studies, Science, Math & Engineering using Feminist Pedagogy

### Syllabus Evaluation due at start of class

1. Discussion of reading:

- Pamela Turner - “An Overview of Feminist Perspectives as they Relate to Science and Mathematics Education” (BB)
- Elizabeth A. Eschenbach et. al - “Incorporating Feminist Pedagogy into the Engineering Learning Experience” (BB)
- Kerr & Kurpius – “Encouraging Girls in Math and Science” (BB)
- Freedman & Stoddard Holmes – Each student will make a brief presentation based on one of the chapters.

2. Everyone will choose 1 chapter from the Macdonald & Sánchez-Casal book to present in class next week. Chapters already discussed cannot be used.

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## November 18 A Different Methodology of Classroom Teaching – The Future

**Stolba Extra Credit Opportunity due by 10 pm posted to the db**

**Class will be conducted via BB \*\* Each student must post their Talking Notes to the db by Tuesday noon and then respond to 2 other postings by Saturday noon.**

**Talking Points Due**

- Discussion of Amie A. Macdonald & Susan Sánchez-Casal, eds., *Twenty-First-Century Feminist Classrooms: Pedagogies of Identity and Difference*, specific chapters to be assigned.
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**November 25 Thanksgiving Holiday – No Class – please use this time to work on your teaching Unit due next week.**

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**December 2 Teaching Unit Project Due posted to BB by 10 p.m**

**\*\* Class to be conducted via BB \*\* Each student must post their Teaching Unit to the db by Tuesday noon and then respond to 2 other postings by Saturday noon.**

- Come to class prepared to give an overview of your teaching unit project to other members of the class on Dec. 9<sup>th</sup> and 16<sup>th</sup>. Your presentation (approximately 10 minutes in length) should provide an overview of your project, including the purpose & rationale for the teaching unit, the teaching methods you selected, and the resources you identified. Provide each member of the class with a 1 – 2 page handout that complements your presentation.
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**December 9 Feminist Pedagogy as a tool of empowerment?**

“How can feminist pedagogy promote the empowerment of women?”

By Shehna Jabbar, Janice Jones, Anu Kashyap and Magdalena Rydzy (OISE/UT)

[http://fcis.oise.utoronto.ca/~daniel\\_schugurensky/faqs/qa17.html](http://fcis.oise.utoronto.ca/~daniel_schugurensky/faqs/qa17.html)

- "Lessons from the Classroom: Renegotiating Critical and Feminist Pedagogy in the Middle East" – Leila DeVriese (BB)
  - “The Effectiveness of Feminist Pedagogy in Empowering a Community of Learners.” – Falk-Rafael et.al. (BB)
  - Women’s Studies Online: An Oxymoron? – Pamela Whitehouse (BB)
  - Cohee, *The Feminist Teacher Anthology*, pp. 45-61
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**Dec. 16 Final Class**