Gen&WS 860: Pedagogy in Gender and Women’s Studies
To be offered in 2023-24 and beyond

Instructors:
Professor Christine Garlough
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Office Hours: Tuesday/Thursday, 11:00am-12:15pm

Class time and location: Tuesdays 2:30pm-5pm in 2301 Sterling Hall

3-Credit Graduate Seminar: This course meets face-to-face once a week for two-and-a-half hours. As a graduate seminar, students will be expected to prepare for the class for at least 6 hours for every class period. The work load for some weeks might be appreciably higher.

Canvas Course URL: TBD
Requisite: Graduate or professional standing.

Seminar Time: Tuesdays from 3-5:30pm
Location: TBD

Seminar Description
Provides an introduction to theory, as well as hands on experience with pedagogical practices in Gender and Women’s Studies. Offers opportunities to synthesize and deepen understandings of gender-related issues through intensive reading, writing and discussion. Engages with theories, conceptual developments, debates, as well as epistemological and methodological issues, which chart the development of feminist pedagogical thought. Interrogates the different intellectual traditions that have shaped debates and issues within feminist politics and practices. Examines these traditions from an explicitly interdisciplinary perspective, highlighting contributions made by feminist scholars from different disciplinary backgrounds that include: education, anthropology, history, performance studies, arts, literature, health, etc.

Course Learning Outcomes
In this course, students will...

1. Understand and apply a variety of pedagogical approaches to Gender and Women’s Studies teaching practice and curriculum design.
2. Design a teaching portfolio suited to their particular interests and knowledge.
Course Readings

Books: (Available at Room of One’s Own Bookstore located on 315 Gorham Street, Madison WI – 608.257.7888).

Additional reading available electronically via Canvas.

Assignments and Evaluation

Individual Participation: (50 points)
Attendance and active participation is mandatory. You may miss seminar twice without it directly affecting your grade (save your absences for illness or emergency). You are expected to respond to course material, lecture content, and general class discussion. Please note that attendance and participation are not equivalent. These points are earned through your active engagement; not simply through perfunctory remarks made each class. To facilitate class discussion, you should read the class material for that lecture with questions in mind and come prepared to discuss them in class. If you are inclined to remain quiet in class discussions, please come to see me early in the semester. Together, we will formulate a plan that will help you to participate at increasing levels of comfort.

<table>
<thead>
<tr>
<th>Points</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of contribution</td>
<td>Always well-prepared for class; shows critical thought; poses questions; moves dialogue forward; stays on topic; engages with both instructor and classmates</td>
<td>Well-prepared for class most of the time; shows effort in critical thinking; poses questions; helps move dialogue forward; often stays on topic; shows effort to engage with both instructor and classmates</td>
<td>Sometimes well-prepared for class; makes attempts to engage in critical thought; makes attempts to move dialogue forward; sometimes goes off topic; shows some effort to engage with instructor and classmates</td>
<td>Rarely prepared for class; few attempts to engage in critical thought; seldom moves dialogue forward; often goes off topic; shows little effort to engage with instructor and classmates</td>
<td>Almost never prepared for class; does not attempt to engage in critical thinking; does not move dialogue forward; purposes goes off topic; does not engage with instructor or classmates</td>
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<tr>
<td>Frequency of contribution</td>
<td>Always</td>
<td>Most of the time</td>
<td>Sometimes</td>
<td>Rarely</td>
<td>Never</td>
</tr>
<tr>
<td>Respect of ground rules</td>
<td>Always</td>
<td>Most of the time</td>
<td>Sometimes</td>
<td>Rarely</td>
<td>Never</td>
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Small Group Participation and Discussion Moderation: (50 points)
Rather than simply considering theories or methodologies in the abstract, we often will examine their pragmatic value through small group activities. The purpose of these groups is four-fold. First, they provide an immediate means to discuss issues raised in
lecture. Second, when groups share their insights with the rest of the class, it will facilitate the exchange of ideas. Third, these groups will provide another means through which students can experience aspects of persuasion, communication, and deliberation.

Each small group will be responsible for leading two class discussions on the weeks of their choice. In the week you lead discussion, you will be required to provide 5-7 discussion questions, a 3-5 slide powerpoint, as well as an activity or video clip to engage conversation. I would strongly urge students to meet with me ahead of class to go over their class plan and organization of the class period for the week they choose to lead the discussion.

**Reading Requirements & Reading Responses:** (175 points)
Seven times over the course of the semester, students will compose a two page, double spaced reading response that engages with the week’s readings. On some occasions, I will post an issue or question and ask you to respond; while on other occasions, I will ask you to engage the readings in any way that you see fit. These exercises are designed to: 1) help focus your thinking about the readings; 2) give you practice in identifying and articulating the thesis of a book or article and describing briefly how that argument is developed; 3) encourage you to examine and analyze different forms of scholarly evidence; 4) ask you to identify and explore the larger conversation that these articles and books contribute to; and 5) enable you to engage and critique feminist scholarship in a variety of fields and disciplines. These will not be graded but are due at the beginning of the class period.

Any changes to the course will be communicated in class and through email notifications. It is your responsibility to check these notices on a regular basis. I expect students to have read the assigned material and come to class prepared to discuss the readings.

**Theory/Method Paper:** (225 points) due March 5
Which texts and theories have you identified as especially critical to your teaching practice? Which have pushed your understanding how to best support student learning? In writing this paper, you will use the tools of your research concentration to summarize, reflect on, evaluate, and put into conversation texts and from this course. All papers must be seven pages, double-spaced, and must in addition include a bibliography. Methods you may engage include:

1) memoir – educational experiences
2) auto-ethnography or ethnography of classroom
3) media analysis of representations of education (film, TV, newspapers, social media etc.)
4) art/performance piece addressing education (must include a 500 word statement)
5) historical analysis of educational topic
6) quantitative analysis of educational topic

**Final Teaching Portfolio:** (500 points, due during the final exam time)
In creating this portfolio, you will draw on content and methodology you have
encountered in this course, as well as in your research concentration. It should help you
reflect on your pedagogical interests and goals as you plan for a career in higher
education.

The components of the portfolio are to include:

*Teaching Philosophy*
One-page statement on your approach to teaching, with demonstrated outcomes/
concrete examples

*Statement of Diversity*
One-page statement that defines and describes your commitment to diversity, with
demonstrated outcomes/ concrete examples

*Sample Syllabus for an introductory course*
100 -300 level undergraduate course relevant to your research concentration; designed
for 40+ students.

*Sample Syllabus for an advanced course*
400 level undergraduate or graduate level course; designed for 20 or fewer students.

*Sample lesson plan and related handouts, slide presentation, or other equivalent
materials*
Plan for a single class day that demonstrates a model for introducing a key concept, etc.

*Lecture for teaching demonstration or equivalent campus lecture*
Lecture notes, slide presentation, and video recording of a 50 min talk

**Deadlines**

*Outline* due: 3/31 (ungraded and checked off)
Schematic drafts of Teaching Philosophy, Statement of Diversity, sample syllabi, and
sample lesson plan; topic for teaching demonstration/ lecture.

*Peer-review: due 4/21 (ungraded and checked off)*
Full text versions of materials listed above and script for teaching demonstration/
lecture prepared for your peer(s) and your peer(s) materials reviewed by you
Oral presentation of project: due last two class sessions

Final portfolio: due during the scheduled final exam (5/5)
All materials to be submitted digitally, including a video recording of your complete lecture.

Final Grades

Final grades will be determined according to the following official UW grading scale:

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
</tr>
<tr>
<td>AB</td>
<td>88-92%</td>
</tr>
<tr>
<td>B</td>
<td>83-87%</td>
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<tr>
<td>BC</td>
<td>78-82%</td>
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<tr>
<td>C</td>
<td>70-77%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>below 60%</td>
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</tbody>
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If you have questions about this course generally, or a grade specifically, speak to me. If the question is still not resolved, speak with the Gender & Women’s Studies Chair, Aili Tripp. She will attempt to resolve the issue informally and inform you of the Appeals Procedures if no resolution is reached informally.

Good Things To Know

Attendance Policy: Attendance matters a great deal.

Lecture: Attendance in lecture is important for success.

One of the skills we will work to develop this semester is respectful and active discussion. To be successful you should the following:

• Bring your readings and notes to class.
• Be ready to engage with the readings and your classmates. This involves being both an active listener and contributor to the course. Make your point succinctly. Allow others an opportunity to add to the discussion.
• Be respectful of the differing perspectives your student colleagues may hold. They will offer you the same respect.
• Ask for clarification of any term or point you do not understand or are unfamiliar with.
• Remember that discussion is meant to expand each other’s understandings; but not necessarily to convince others to our own point of view.
• Be willing to change your mind.
• Acknowledge that one remark may be understood multiple ways.
• When you disagree with others, be specific, support it with evidence and do not be “disagreeable” in ways that diminish the learning environment.

Lecture Etiquette & Electronic Devices: Arrive on time and turn off your cell phone unless directed otherwise. Texting or talking on your phone or other handheld device is a distraction to the students around you, and to me. Do not text or talk on your device in class.
Institutional statement on diversity: Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world. https://diversity.wisc.edu/

Help: This course may require you to think and write in ways that are unfamiliar to you. I encourage you to utilize my office hours to talk about assignments. Also, I encourage all students to use the Writing Center resources.

Accommodations for Students with Disabilities: The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. https://mcburney.wisc.edu/instructor/

Illnesses and Other Personal Emergencies: If you experience an unavoidable personal situation that prevents you from completing work on time, you must take responsibility for informing me prior to the date the work is due. A failure to contact me prior to the due date will result in the application of the late assignment policy described above. Extensions will be granted for substantiated emergencies.

Religious Holidays: If you plan to miss class for religious holidays, state in writing the days you will be absent and submit that information to me by the third week of class.

Incompletes: As per University policy, incompletes are reserved for students who are earning a passing grade, but are unable to complete the course due to illness or conditions beyond the control of the student.

Academic Misconduct: Students sometimes take desperate measures to complete a paper, especially if they feel overwhelmed by the demands of an assignment. Please do not do this. Instances of academic misconduct will be penalized to the fullest extent in all cases. If you find yourself unable to complete an assignment and considering acts such as plagiarism, please seek
help with the assignment.

**Course Website:** I will use Canvas to post Power Point slides from lectures (posted either just before lecture or after the lecture) and handouts distributed in class in case you miss class, including paper writing guidelines and exam review sheets. Power Point slides are posted as an aid to you, but are NOT A SUBSTITUTE FOR LECTURE. NOT ALL OF THE IMPORTANT INFORMATION WILL BE ON THESE. ATTENDANCE AT LECTURE IS VITALLY IMPORTANT FOR DOING WELL ON EXAMS. Links of interest are also posted.

**Writing Center:** For additional help with papers, visit the Writing Center at any stage during the writing process. Stop by 6171 Helen C. White, call for an appointment (263-1992), or consult the Center’s resources online at [www.wisc.edu/writing/](http://www.wisc.edu/writing/).

**Communication:** I am here to help you succeed in this course. The best way to reach is by email. In all emails, please be courteous and address me by my name, e.g. Dear “Professor Garlough.” (“Hey you” is not polite or appropriate.) Over the weekends, it may be 48 hours until I respond.
Course Schedule

**Week 1**
**Introductions**

Set learning-goals & expectations for the semester.

**Required Readings:**

1/23

**What is Pedagogy?**

**Required Readings:**

**Optional Enrichment Readings:**

**Week 2**

**Feminisms and Pedagogies**

1/28

**Feminist Approaches to Pedagogy**

**Required Readings:**

**Optional Enrichment Readings:**


**Required Readings:**


**Optional Enrichment Readings:**


Week 3  Complexifying Identities as Teachers, Learners and Advocates within Institutions of Higher Learning

2/4  Self and the Classroom

Required Readings:

1. “It's a hell of a responsibility to be yourself: troubling the personal and the political in feminist pedagogy,” Sanchez-Pardo, Teaching Gender: Feminist Pedagogy and Responsibility in Times of Political Crisis (Teaching with Gender) (2017)


2/6  Vulnerability and Authority

Required Readings:


Optional Enrichment Readings:


**Week 4**

**Teaching Intersectionality**

2/11

*Intersectional Approaches*

**Required Readings:**


**Optional Enrichment Readings:**


2/13

*Many Voices in the Classroom*

**Required Readings:**


**Week 5**

**Restorative Approaches to Learning**
Legacies of Oppression and Violence

Required Readings:


Optional Enrichment Readings:


Nonwestern Approaches to Teaching

Required Readings:


Week 6 LGBTQ+ and Pedagogy

2/25 Making LGBTQ+ Identities Visible in the Classroom

Required Readings:


Optional Enrichment Readings:


2/27 LGBTQ+

Required Readings:


Optional Enrichment Readings:


**Week 7**

**Designing the Teaching Portfolio**

**3/3**

*Thinking Through the Syllabus*

**Required Readings:**


**3/5**

*Supporting Students with Accommodations*

**Required Readings:**


**Week 8  Designing Lesson Plans**

3/10  
*Thinking Through the Process*

**Required Readings:**


**Optional Enrichment Readings:**


3/12  
*Writing Lesson Plans Together*

**In Class Workshop**

**Week 9**

(3/17-19)  
*Spring Break*

**Week 10  Climate in the Classroom, Handling Student Conflict**

3/24  
*Conversations in the Classroom: Ethics of Listening and Speaking*

**Required Readings:**


Optional Enrichment Readings:


3/26

*Deliberation and Debate as Modes of Learning*

Required Readings:


Week 11

Approaches to Small Group Learning

3/31

*Recognizing a Range of Approaches*

Required Readings:


4/2

Exploring the Process

In Class Workshop

Week 12

Grading

4/7

Considerations and Practices

Required Readings:


4/9

Experiencing the Process
In Class Workshop

**Week 13**  
**Hands on Teaching Portfolio Activities**

4/14  
Working with peer editor on your Teaching Portfolio

4/16  
Working with peer editor on your Teaching Portfolio

**Week 14**  
**Reimagining Education**

4/21  
*Compassion and Care in the Classroom*

**Required Readings:**


4/23  
*Re-thinking Feminist Pedagogy (Again and Again)*

**Required Readings:**


**Week 15**  
**Teaching Portfolio Presentations**

4/28 and 4/30
* Final project due (scheduled final exam time 5/5, 12:30)