



Gender and Women's Studies

UNIVERSITY OF WISCONSIN-MADISON

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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Assistant Professor Anna Campbell

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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.

Discussion participation rubric					
Points	5	4	3	2	1
Quality of contribution	Always well-prepared for class; shows critical thought; poses questions; moves dialogue forward; stays on topic; engages with both instructor and classmates	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	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	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	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
Frequency of contribution	Always	Most of the time	Sometimes	Rarely	Never
Respect of ground rules	Always	Most of the time	Sometimes	Rarely	Never

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:

A 93-100%

B 83-87%

C 70-77%

AB 88-92%

BC 78-82%

D 60-69%

F below 60%

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 do 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/.

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.

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Course Schedule

Week 1

1/21

Introductions

Setting learning-goals & expectations for the semester.

Required Readings:

1. "Introduction, Feminist Pedagogy in Higher Education," Bondy, Nicholas, and Light, *Feminist Pedagogy in Higher Education: Critical Theory and Practice*, (2015).
2. hooks, B. (2003). *Teaching community: A pedagogy of hope* (Vol. 36). Psychology Press.
3. Kahn, J. S., & Ferguson, K. (2009). Men as allies in feminist pedagogy in the undergraduate psychology curriculum. *Women & Therapy*, 33(1-2), 121-139.

1/23

What is Pedagogy?

Required Readings:

1. Freire, P. (1996). *Pedagogy of the oppressed* (revised). New York: Continuum.
2. Bizzell, P. (1991). Power, authority, and critical pedagogy. *Journal of Basic Writing*, 10(2), 54-70.
3. Rich, A. (1997). "Claiming an education." *On Lies, Secrets, and Silence: Selected Prose, 1966-1978*. New York :Norton.
4. Britzman, D. P. (1995). Is there a queer pedagogy? Or, stop reading straight. *Educational theory*, 45(2), 151-165.

Optional Enrichment Readings:

1. Freire, A. M. A., & Macedo, D. (1998). *The Paulo Freire Reader*. Cassell and Continuum, 370 Lexington Avenue, New York, NY 10017.

Week 2

1/28

Feminisms and Pedagogies

Feminist Approaches to Pedagogy

Required Readings:

1. Luke, C., & Gore, J. (2014). *Feminisms and critical pedagogy*. Routledge.
2. "Revolutionary Critical Pedagogy," [*A Revolutionary Subject: Pedagogy of Women of Color and Indigeneity \(Education and Struggle\)*](#) (2019)

3. Kishimoto, K., & Mwangi, M. (2009). Critiquing the Rhetoric of " Safety" in Feminist Pedagogy: Women of Color Offering an Account of Ourselves. *Feminist Teacher*, 19(2), 87-102.

Optional Enrichment Readings:

1. Florence, N. (1998). A critical analysis of bell hooks' engaged pedagogy: A transgressive education for the development of critical consciousness.

1/30

Feminist Approaches to Pedagogy

Required Readings:

1. "Teaching Reproductive Justice: An Activist Approach," Ross, [*Black Women's Liberatory Pedagogies: Resistance, Transformation, and Healing Within and Beyond the Academy*](#) (2017)

2. Webb, L. M., Allen, M. W., & Walker, K. L. (2002). Feminist pedagogy: Identifying basic principles. *Academic Exchange*, 6(1), 67-72.

2. "Challenges to Black Women in the Academy: Pedagogies of Resistance," [*Black Women's Liberatory Pedagogies: Resistance, Transformation, and Healing Within and Beyond the Academy*](#) (2017)

4. Whitlock, R. U. (2010). Getting Queer: Teacher Education, Gender Studies, and the Cross-Disciplinary Quest for Queer Pedagogies. *Issues in Teacher Education*, 19(2), 81-10

Optional Enrichment Readings:

1. "The Power of the Imagination-Intellect in Teaching Feminist Research, Iverson," *Feminist Pedagogy in Higher Education: Critical Theory and Practice*, (2015)

2. "Doubt, Excitement and Pleasure: Feminist Practices of Teaching and Learning in Art and Education," Mahlke, [*Teaching Gender: Feminist Pedagogy and Responsibility in Times of Political Crisis \(Teaching with Gender\)*](#) (2017)

3. Flood, M. (2011). Men as students and teachers of feminist scholarship. *Men and Masculinities*, 14(2), 135-154.

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. "Rethinking Students These Days: Feminist Pedagogy and the Construction of Students," Nicholas and Baroud, *Feminist Pedagogy in Higher Education: Critical Theory and Practice*, (2015)
3. "Activist Feminist Pedagogies: Privileging Agency in Troubled Times," Briskin, *Feminist Pedagogy in Higher Education: Critical Theory and Practice*, (2015)

2/6

Vulnerability and Authority

Required Readings:

1. "Sharing Vulnerabilities: Searching for Unruly Edges in Times of the Neoliberal Academy, Rogowska-Stangret," [*Teaching Gender: Feminist Pedagogy and Responsibility in Times of Political Crisis \(Teaching with Gender\)*](#) (2017)
2. "Authority," Bauer, *Feminist Pedagogy: Looking Back to Move Forward*, (2009)
3. "Resisting the Dominance of the Professor, Gendered Teaching Gendered Subjects, Caughie," Pearce, *Feminist Pedagogy: Looking Back to Move Forward*, (2009)

Optional Enrichment Readings:

1. "Feminist and Service Learning Pedagogies," Martin and Beese, [*Feminist Pedagogy, Practice, and Activism: Improving Lives for Girls and Women \(Routledge Critical Studies in Gender and Sexuality in Education\)*](#) (2017)

2. "Social Change through Campus Engagement," Nickels and Trier-Bieneek, [*Feminist Pedagogy, Practice, and Activism: Improving Lives for Girls and Women \(Routledge Critical Studies in Gender and Sexuality in Education\)*](#) (2017)

Week 4

Teaching Intersectionality

2/11

Intersectional Approaches

Required Readings:

1. "Teaching Intersectionality," Cole, *Intersectional Pedagogy* (2016)
2. "Teaching and Learning: Black Feminism and Intersectionality," Gines, Ranjbar, O'Byrn, Ewara, and Paris, [*Black Women's Liberatory Pedagogies: Resistance, Transformation, and Healing Within and Beyond the Academy*](#) (2017)
3. "Toward an Intersectional Pedagogical Model: Engaged Learning for Social Justice, Case," *Intersectional Pedagogy* (2016)
4. "Decolonial Intersectionality, Implications for Theory, Research and Pedagogy," Kurtis and Adams, *Intersectional Pedagogy* (2016)

Optional Enrichment Readings:

1. "Positionality," [*The Feminist Classroom: Dynamics of Gender, Race, and Privilege*](#) (2001)

2/13

Many Voices in the Classroom

Required Readings:

1. "Bringing Different Voices into the Classroom," Wood, *Feminist Pedagogy: Looking Back to Move Forward*, (2009)
2. Darder, A. (2003). *The critical pedagogy reader*. Psychology Press.
3. Feigenbaum, A. (2007). The teachable moment: Feminist pedagogy and the neoliberal classroom. *The Review of Education, Pedagogy, and Cultural Studies*, 29(4), 337-349.

Week 5

Restorative Approaches to Learning

2/18

Legacies of Oppression and Violence

Required Readings:

1. "A Restorative Approach to Learning: Relational Theory as Feminist Pedagogy in Universities," Llewellyn and Llewellyn, *Feminist Pedagogy in Higher Education: Critical Theory and Practice*, (2015).
2. "Indigenous and Feminist Approaches to the First Year Course in Canadian History," Srigley, *Feminist Pedagogy in Higher Education: Critical Theory and Practice*, (2015)
3. "Interrogating Feminist Praxis Inside the Classroom: Storying-Up, Race, Indigeneity and Alliance Building," Francis, [*Feminist Praxis Revisited: Critical Reflections on University-Community Engagement*](#) (2018)
4. "Recognizing and Unlearning Internalized Oppression," [*Integrating Mindfulness into Anti-Oppression Pedagogy: Social Justice in Higher Education*](#), (2015)

Optional Enrichment Readings:

1. Ringrose, J. (2007). Rethinking white resistance: Exploring the discursive practices and psychical negotiations of 'whiteness' in feminist, anti-racist education. *Race Ethnicity and Education*, 10(3), 323-344.
- Kumashiro, K. (2002). *Troubling education: "Queer" activism and anti-Oppressive pedagogy*. Routledge.
2. "Mindfulness Anti-Oppression Pedagogy," [*Integrating Mindfulness into Anti-Oppression Pedagogy: Social Justice in Higher Education*](#), (2015)

2/20

Nonwestern Approaches to Teaching

Required Readings:

1. "Kuja Nyumbani (Coming Home): Using African Centered Pedagogy to Educate Black Students in the Academy," [*Black Women's Liberatory Pedagogies: Resistance, Transformation, and Healing Within and Beyond the Academy*](#) (2017)

2. Manicom, L., & Walters, S. (Eds.). (2012). *Feminist popular education in transnational debates: Building pedagogies of possibility*. Springer

3. Enns, C. Z. E., & Sinacore, A. L. (2005). *Teaching and social justice: Integrating multicultural and feminist theories in the classroom*. American Psychological Association

Week 6

LGBTQ+ and Pedagogy

2/25

Making LGBTQ+ Identities Visible in the Classroom

Required Readings:

1. "Beyond Binary Discourses: Making LGBTQI+ Identities Visible in the Curriculum," Paechter, [*Gender in Learning and Teaching: Feminist Dialogues Across International Boundaries \(Routledge Research in Educational Equality and Diversity\)*](#) (2019)

2. Bloomfield, V. E., & Fisher, M. E. (Eds.). (2016). *LGBTQ voices in education: Changing the culture of schooling*. Routledge.

3. Gutierrez-Schmich, T., & Heffernan, J. (2016). Public pedagogy. In *Critical concepts in queer studies and education*(pp. 239-248). Palgrave Macmillan, New York.

Optional Enrichment Readings:

1. "Scholarship on the Other Side: Power and Caring in Feminist Education," Ropers-Huilman, *Feminist Pedagogy: Looking Back to Move Forward*, (2009)

2/27

LGBTQ+

Required Readings:

1. Page, M. L. (2016). LGBTQ Inclusion as an outcome of critical pedagogy. *The International Journal of Critical Pedagogy*, 7(1).

2. Misawa, M. (2010). Queer race pedagogy for educators in higher education: Dealing with power dynamics and positionality of LGBTQ students of color. *The International Journal of Critical Pedagogy*, 3(1), 26.

3. Page, M. L. (2017). Teaching in the cracks: Using familiar pedagogy to advance LGBTQ-inclusive curriculum. *Journal of Adolescent & Adult Literacy*, 60(6), 677-685.

Optional Enrichment Readings:

1. Zook, T. (2017). Promising pedagogy: Advancing the educational experience of queer students through transformative leadership. *Journal of homosexuality*, 64(13), 1755-1777.

Week 7

Designing the Teaching Portfolio

3/3

Thinking Through the Syllabus

Required Readings:

1. Wallenstein, S. (2018). Notes toward a feminist curriculum theory. *Journal of Curriculum Theorizing*, 1(1).

2. Clementi, D., & Terrill, L. (2017). *The keys to planning for learning: Effective curriculum, unit, and lesson design*. American Council on the Teaching of Foreign Languages. 700 South Washington Street Suite 210, Alexandria, VA 22314.

3. Seldin, P., Miller, J. E., & Seldin, C. A. (2010). *The teaching portfolio: A practical guide to improved performance and promotion/tenure decisions*. John Wiley & Sons.

3/5

Supporting Students with Accommodations

Required Readings:

1. Murray, C., Wren, C. T., & Keys, C. (2008). University faculty perceptions of students with learning disabilities: Correlates and group differences. *Learning Disability Quarterly*, 31(3), 95-113.

2. Couzens, D., Poed, S., Kataoka, M., Brandon, A., Hartley, J., & Keen, D. (2015). Support for students with hidden disabilities in universities: A case study. *International Journal of Disability, Development and Education*, 62(1), 24-41.

3. Getzel, E. E. (2008). Addressing the persistence and retention of students with disabilities in higher education: Incorporating key strategies and supports on campus. *Exceptionality*, 16(4), 207-219.

Week 8 Designing Lesson Plans

3/10 *Thinking Through the Process*

Required Readings:

1. Milkova, S. (2012). Strategies for effective lesson planning. *Center for Research on Learning and Teaching*, 1-4.
2. Clementi, D., & Terrill, L. (2017). *The keys to planning for learning: Effective curriculum, unit, and lesson design*. American Council on the Teaching of Foreign Languages. 700 South Washington Street Suite 210, Alexandria, VA 22314.
3. Spencer, L. G. (2015). Engaging undergraduates in feminist classrooms: An exploration of professors' practices. *Equity & Excellence in Education*, 48(2), 195-211.

Optional Enrichment Readings:

1. Sinacore, A. L., & Boatwright, K. J. (2005). The Feminist Classroom: Feminist Strategies and Student Responses.

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:

1. "Teaching a Course on Women and Anger: Learning from College Students about Silencing and Speaking," Dorney, *Feminist Pedagogy in Higher Education: Critical Theory and Practice*, (2015)
2. "Dialogue Beyond Words: Finding the Silence that Lets the Other Speak," [A Revolutionary Subject: Pedagogy of Women of Color and Indigeneity \(Education and Struggle\)](#) (2019).
3. "Dismantling Privilege and Mindful Listening," [Integrating Mindfulness into Anti-Oppression Pedagogy: Social Justice in Higher Education](#), (2015)
4. Malm, B., & Löfgren, H. (2006). Teacher competence and students' conflict handling strategies. *Research in Education*, 76(1), 62-73.

Optional Enrichment Readings:

1. Chow, E. N. L., Fleck, C., Fan, G. H., Joseph, J., & Lyter, D. M. (2003). Exploring critical feminist pedagogy: Infusing dialogue, participation, and experience in teaching and learning. *Teaching Sociology*, 259-275.

3/26

Deliberation and Debate as Modes of Learning

Required Readings:

1. Pereira, M. D. M. (2012). Uncomfortable classrooms: Rethinking the role of student discomfort in feminist teaching. *European Journal of Women's Studies*, 19(1), 128-135
2. Pasque, P. A., Chesler, M. A., Charbeneau, J., & Carlson, C. (2013). Pedagogical approaches to student racial conflict in the classroom. *Journal of Diversity in Higher Education*, 6(1), 1.
3. "In conversation: debating gender and feminism in learning, teaching and didactics," Taylor and Ligozat, [Gender in Learning and Teaching: Feminist Dialogues Across International Boundaries \(Routledge Research in Educational Equality and Diversity\)](#) (2019)

Week 11

Approaches to Small Group Learning

3/31

Recognizing a Range of Approaches

Required Readings:

1. Sweet, M., & Michaelsen, L. K. (2012). *Team-based learning in the social sciences and humanities: Group work that works to generate critical thinking and engagement*. Stylus Publishing, LLC..
2. "Small Group Pedagogy," Freedman, *Feminist Pedagogy: Looking Back to Move Forward*, (2009)
3. "Reframing Student Resistance as Mindful Dissonance," [Integrating Mindfulness into Anti-Oppression Pedagogy: Social Justice in Higher Education](#), (2015)
4. Michaelsen, L. K., Knight, A. B., & Fink, L. D. (2004). Team-based learning: A transformative use of small groups in college teaching.

4/2

Exploring the Process

In Class Workshop

Week 12

Grading

4/7

Considerations and Practices

Required Readings:

1. Grainger, P., & Weir, K. (2016). An alternative grading tool for enhancing assessment practice and quality assurance in higher education. *Innovations in Education and Teaching International*, 53(1), 73-83.
2. Macdonald, A., & Sánchez-Casal, S. (2002). Twenty-first-century feminist classrooms. *Pedagogies of Identity and Difference*.
3. Sadler, D. R. (2005). Interpretations of criteria-based assessment and grading in higher education. *Assessment & evaluation in higher education*, 30(2), 175-194.
4. Tchudi, S. (1997). *Alternatives to Grading Student Writing*. National Council of Teachers of English, 1111 W. Kenyon Road, Urbana, IL 61801-1096 (NCTE Stock No. 01305-0015; \$16.95 members, \$22.95 nonmembers)

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:

1. “(No) time for Care and Responsibility: From Neoliberal Practices in Academia to Collective Responsibility in Times of Crisis,” Carpinte, [*Teaching Gender: Feminist Pedagogy and Responsibility in Times of Political Crisis \(Teaching with Gender\)*](#) (2017)

2. “Building Empowered, Compassionate Communities,” [*Integrating Mindfulness into Anti-Oppression Pedagogy: Social Justice in Higher Education*](#), (2015)

3. “Scholarship on the Other Side: Power and Caring in Feminist Education,” Ropers-Huilman, *Feminist Pedagogy: Looking Back to Move Forward*, (2009)

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

Required Readings:

1. “Classroom to Community: Reflections on Experiential Learning and Socially Just Citizenship,” de Santis and Serafini, *Feminist Pedagogy in Higher Education: Critical Theory and Practice*, (2015)

2. Gore, J. (2003). Struggling over Empowerment in Critical and Feminist Pedagogy. *The critical pedagogy reader*, 331.

Week 15 **Teaching Portfolio Presentations**

4/28 and 4/30

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

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