Instructor
Dr. Jill H. Casid (she/they)
Professor of Visual Studies
Office hours on Tuesdays, 10 AM-5 PM CT, by appointment. To book your appointment, please use the booking system at http://professorjillhcasid.youcanbook.me

Class meets Wednesdays 3:30pm-6pm in Elvehjem Building 170

3-Credit Graduate Course. This course meets face-to-face once a week for two-and-a-half hours. As a graduate course, 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.

Requisite: Graduate or professional standing.

Canvas Course URL: https://canvas.wisc.edu/courses/376035

Course Description
Provides an introduction to feminist pedagogy in Gender and Women’s Studies, Focuses upon: (1) the historical importance of an explicit feminist pedagogy in the foundation of GWS, (2) the development of feminist pedagogical theory and (3) a hands-on experience with developing feminist pedagogical materials, classroom strategies and a teaching portfolio. Considers the ways that feminist pedagogical approaches reconsider and challenge aspects of traditional pedagogical practices and training. Engages the development of feminist pedagogical thought and interrogates the different intellectual traditions that have shaped debates and issues within feminist politics and practices.
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.

Acknowledgment

I am grateful to Professors Chris Garlough and Anna Campbell for developing this course. I have adapted and revised the syllabus, drawing on the invaluable resources they gathered and the materials gathered here that informed not just the content but also the design of this seminar. Citation and acknowledgment are foundational ethics for critical feminist pedagogy that we will practice together.

Course Readings, Assignments, and other Resources

All readings and other resources are available electronically via our Canvas site: https://canvas.wisc.edu/courses/376035

Assignments and Evaluation

Seminar Participation (30%)
As the foundational, durational exercise for our seminar, we are coming together to do the work of feminist pedagogy by building a teaching community. Thus, regular attendance and active participation in seminar discussion and workshops are essential. While you will facilitate in only one of our seminar meetings, to sustain our work together, we are all expected to read and view required materials and come prepared to engage them together. Our responsibilities to each other for engagement will include but not be limited to discussing, applying and experimenting with the course material, responding to presentations, participating in both individual and group exercises in class, and engaging thoughtfully in peer review and mutual aid.

<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</td>
<td>Well-prepared for</td>
<td>Sometimes well-prepared for</td>
<td>Rarely prepared for</td>
<td>Almost never prepared for</td>
</tr>
<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>---------------------------</td>
<td>--------</td>
<td>-----------------</td>
<td>-----------</td>
<td>--------</td>
<td>-------</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>
</tr>
</tbody>
</table>

**Seminar Facilitation: Presentation, Discussion and Exercise with Handout (10%)**

Rather than simply considering theories or practices of feminist pedagogy in the abstract, we will examine, extend and experiment with them by doing group exercises and guided activities in seminar meetings. Each seminar participant will facilitate part of our discussion and guide us in an exercise in one of the five weeks dedicated to “Challenges in Feminist Pedagogy” (i.e., each seminar participant will do one facilitation). Taking our cue from the handbook of examples developed in Vanderbilt’s Gender & Pedagogy Graduate Seminar, *Feminist Pedagogy: Course Handbook of Principles, Theory & Applications*, you will prepare to facilitate our work by designing a handout based in part on the model of those in the handbook on one of the assigned readings. The versions of these handouts for our course will include: (1) a summary of what the article brings to feminist pedagogy, (2) one burning question that you devise that relates the reading at least one other assigned reading (draw on the essay by Kyla Wazana Tompkins in approaching how to craft a real burning question), and (3) the description of and prompt for a pedagogical exercise that is inspired by the reading (but will likely be adapted from exercises already in use). As a key aspect of the practice of critical feminist pedagogy, your handout will include formal citation of the article and your sources of inspiration and guidance. You will present your summary, engage us in discussion of your burning question, and guide us in doing the exercise you describe.
Teaching Portfolio (50%: 5 components each of which is 10%)
In creating this portfolio, you will draw on content and methodology you have encountered in this course and apply and adapt it to your area/s and field concentration/s. The aim of the teaching portfolio is to hone the skills and offer chances for critical reflection and creative experimentation in crafting versions of the elements of a professional teaching portfolio in higher education in ways that put feminist pedagogy to the test of extension and adaptation.

The components of the portfolio include:

Teaching Philosophy Statement (10%), due by Fri., 10/20
One-page statement (single-spaced) on your approach to teaching that draws on materials encountered in the course and includes at least one thoughtful citation of the required reading.

Diversity Statement (10%), due by Fri., 11/17
One-page statement (single-spaced) that defines and describes your commitment to diversity that draws on materials encountered in the course and includes at least one thoughtful citation of the required reading.

Sample description for an introductory lecture course (10%), due by 12/20
Undergraduate lecture course for how you would approach an introductory course relevant to your major field area/s.

Sample description for a graduate or advanced undergraduate seminar (10%), due by 12/20
Graduate or advanced undergraduate seminar on topic relevant to areas of research concentration.

One sample exercise or assignment prompt for each course (10%), due by 12/20
These exercises (one for the lecture course and one for the seminar or two in total) should adapt and/or draw on the material for our course, demonstrate some aspect of applied feminist pedagogy in action. They may build on the exercise with which you experimented in your facilitation.

Teaching Presentation (10%), last week/s of seminar
You will do a brief teaching presentation that discusses how your course descriptions and sample exercises adapt, extend, and revise feminist pedagogy.

Final Grades

Final grades will be determined according to the following official UW grading scale:
A 93-100%
AB 88-92%
BC 78-82%
C 70-77%
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, Dr. Judy Houck. She will attempt to resolve the issue informally and inform you of the Appeals Procedures, if no resolution is reached informally.

How to do well in this course

**DO THE READING AND EITHER PRINT OUT THE READINGS OR USE MULTIPLE WINDOWS SO THAT YOU CAN CONSULT THE READINGS DURING OUR CLASS SESSIONS.** All readings and screenings must be completed by the specified date. For class discussion, I highly recommend that you either print out the reading or make sure that you have the PDFs open in another window so that you can refer to them.

**PARTICIPATE ACTIVELY, RESPECTFULLY AND THOUGHTFULLY IN CLASS WORKSHOPS AND DISCUSSIONS.** You are required to arrive on time and to attend every class meeting as you are an integral part of making the course what it is meant to be: a community of thinkers and writers who take responsibility for forging and sustaining that intellectual and creative community. Class meetings will consist in part of lecture-style presentations, but each session will include emphasis on participation, group discussion, and/or workshop-style in-class work together. You are required to have completed the readings and outside screenings by the dates indicated in the syllabus and come prepared to engage in thoughtful and constructive discussion that is respectful and considerate of our differences and takes seriously the issues and themes presented in the readings. We will be developing and making alterations to a working discussion agreement based on the following foundational norms for discussion. We will start with the following.

Engage respectfully and constructively with alternative perspectives.

Listen attentively and cultivate careful, deep listening as a crucial discussion skill.

Make space for everyone to participate by valuing collective engagement and collaboration over competition.

Ground engagement not on opinion but in the careful study of and thinking with shared course materials.

Show stamina in grappling with new and/or challenging ideas and willingness to tolerate ambiguity and complexity.
Recognize the power relations embedded in positionality, i.e., recognize how your own social positionality (e.g., race, class, gender, sexuality, ability, citizenship) informs your perspectives and reactions to your instructor, other course members, and what we are studying together.

Differentiate between safety and comfort. Embrace discomfort as necessary for growth.

Go deeper. Identify where the edges of your knowledge and skills are and push them. For example, whenever you think, I already know this, ask yourself, How can I take this deeper? Or, How am I applying in practice what I already know?

CHECK YOUR EMAIL. Periodic bulletins, administrative details, reminders, and notices will be sent over email. Check your email daily. You will be responsible for the information posted electronically.

EXERCISE SENSITIVITY. The UW–Madison is committed to creating a diverse and welcoming learning environment for all students and has a non-discrimination policy that reflects this philosophy. Disrespectful behaviors or comments addressed towards any group or individual, regardless of race/ethnicity, sexuality, gender, religion, ability, or any other difference is deemed unacceptable in this class and will be addressed publicly by the professor. It is particularly important to be sensitive to others’ points of view and experiences in a class that deals with challenging and difficult material, such as this one. Most of the work that we will read and many of the works that we will view are calculated to present difficulty both in form and content. Many are graphic or explicit in ways that may discomfit or disturb. Please feel free to make an appointment to talk with me about works that you find particularly difficult.

SEEK THE ASSISTANCE OF THE WRITING CENTER. For additional help with projects, 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/.

COMMUNICATE. I am here to help you do well in this course. The best way to reach me is by email at jhcasid@wisc.edu or by making an appointment. Over the weekends, it may be 48 hours until I respond.

UNIVERSITY ACADEMIC POLICIES AND STATEMENTS

ACADEMIC CALENDAR & RELIGIOUS OBSERVANCES

Academic Calendar & Religious Observances

Establishment of the academic calendar for the University of Wisconsin-Madison falls within the authority of the faculty as set forth in Faculty Policies and Procedures. Construction of the academic calendar is subject to various rules and laws prescribed by the Board of Regents, the Faculty Senate, State of Wisconsin and the federal government. For additional dates and
deadlines for students, see the Office of the Registrar’s pages. Students are responsible for notifying instructors within the first two weeks of classes about any need for flexibility due to religious observances.

ACADEMIC INTEGRITY STATEMENT
By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary sanctions include, but are not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

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 (UW-855) require the university to provide reasonable accommodations to students with disabilities to access and participate in its academic programs and educational services. Faculty and students share responsibility in the accommodation process. Students are expected to inform faculty of their need for instructional accommodations during the beginning of the semester, or as soon as possible after being approved for accommodations. Faculty will work either directly with the student or in coordination with the McBurney Center to provide reasonable instructional and course-related accommodations. Disability information, including instructional accommodations as part of a student’s educational record, is confidential and protected under FERPA. (See: McBurney Disability Resource Center)

COURSE EVALUATIONS
Students will be provided with an opportunity to evaluate their enrolled courses and their learning experience. Most instructors use AEFIS a digital course evaluation survey tool. In most instances, students receive an official email two weeks prior to the end of the semester, notifying them that anonymous course evaluations are available. Student participation is an integral component of course development, and confidential feedback is important. UW-Madison strongly encourages student participation in course evaluations.

DIVERSITY & INCLUSION STATEMENT
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.

MENTAL HEALTH AND WELL-BEING STATEMENT
Students often experience stressors that can impact both their academic experience and personal well-being. These may include mental health concerns, substance misuse, sexual or relationship violence, family circumstances, campus climate, financial matters, among others. Students are encouraged to learn about and utilize UW-Madison's mental health services and/or other resources as needed. Visit uhs.wisc.edu or call University Health Services at (608) 265-5600 to learn more.

PRIVACY OF STUDENT RECORDS & THE USE OF AUDIO RECORDED LECTURES STATEMENT
View more information about FERPA.
Lecture materials and recordings for this course are protected intellectual property at UW-Madison. Students in courses may use the materials and recordings for their personal use related to participation in class. Students may also take notes solely for their personal use. If a lecture is not already recorded, students are not authorized to record lectures without permission unless they are considered by the university to be a qualified student with a disability who has an approved accommodation that includes recording. [Regent Policy Document 4-1] Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities, with the exception of sharing copies of personal notes as a notetaker through the McBurney Disability Resource Center. Students are otherwise prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor’s express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university’s policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

STUDENTS' RULES, RIGHTS & RESPONSIBILITIES
Rights & Responsibilities

TEACHING & LEARNING DATA TRANSPARENCY STATEMENT
The privacy and security of faculty, staff and students’ personal information is a top priority for UW-Madison. The university carefully reviews and vets all campus-supported digital tools used to support teaching and learning, to help support success through learning analytics, and to enable proctoring capabilities. View the university’s full teaching and learning data transparency statement.
### Course Schedule

**Week 1**

**Introductions**

**Wed, 9/6**

*Building our Teaching Community*

**Reading for Guiding our Building of a Teaching Community**


**Reading to Guide Preparation for In-Class Facilitation Exercises**
Kyla Wazana Tompkins, “We Aren’t Here to Learn What We Already Know,” *Avidly* (September 13, 2016), 1-8, https://avidly.lareviewofbooks.org/2016/09/13/we-arent-here-to-learn-what-we-know-we-already-know/


UNIT ONE: PHILOSOPHIES AND THEORIES OF FEMINIST PEDAGOGY

Week 2

**Foundational Principles and Genealogies of Feminist Pedagogies**

**Wed., 9/13**

*What is feminist pedagogy?: a still burning question*

**In-Class: Burning Question Practice Round**

**Required Reading**

Carolyn M. Shrewsbury, “What is Feminist Pedagogy?” *Women’s Studies Quarterly* 15. 3-4 (Fall-Winter, 1987), 6-14.


**Week 3**

**Challenges in Feminist Pedagogy I**

**Wed., 9/20**

Vulnerability, Authority & Discomfort

**Required Reading**


**Recommended**


**Week 4**

**Translating Feminist Pedagogy: Introduction to Preparing Teaching Philosophy Statements and Diversity Statement [asynchronous online]**

**Wed., 9/27**

Preparing Teaching Philosophy & Diversity Statements [online module]

**Required Reading and Viewing**

Dr. Michelle Hardee, “Writing Your Teaching Philosophy,” USC Center for Teaching Excellence, [https://www.youtube.com/watch?v=n5uM0_i_oYI](https://www.youtube.com/watch?v=n5uM0_i_oYI)

“Writing a Diversity Statement for the Faculty Job Search,” Pre-Workshop Recording, Rackham Graduate School, University of Michigan, Watch video on Teaching Philosophy Statement: [https://www.youtube.com/watch?v=n5uM0_i_oYI](https://www.youtube.com/watch?v=n5uM0_i_oYI)

“Writing a Diversity Statement for the Faculty Job Search, Rackham Graduate School, University of Michigan, [https://www.youtube.com/watch?v=oCFN8EV4CoE](https://www.youtube.com/watch?v=oCFN8EV4CoE)


**Week 5**

**Feminist Disability Studies Pedagogy**

Wed., 10/4

*Workshop with Dr. Jess Waggoner [synchronous via Zoom]*

**Required Reading**


**Week 6**

**Challenges in Feminist Pedagogy II**

Wed., 10/11

*Risk, Safety and Teaching with Trauma*

**Required Reading**


Katherine McKittrick on Trigger Warnings, see [https://bullybloggers.wordpress.com/2014/12/17/katherine-mckittrick-authorof-demonic-grounds-on-trigger-warnings/](https://bullybloggers.wordpress.com/2014/12/17/katherine-mckittrick-authorof-demonic-grounds-on-trigger-warnings/)


Week 7  
Naming, Citing and Articulating our Teaching Philosophies and Practices

Wed., 10/18  
*Peer Review Workshop on the Teaching Philosophy Statement*

**Recommended Resources and Reading for Teaching Philosophy Statement**

“Citational Practice as Critical Feminist Pedagogy,” Teaching Citational Practice: Critical Feminist Approaches, [https://journals.library.columbia.edu/index.php/citationalpractice/practicalinterventions](https://journals.library.columbia.edu/index.php/citationalpractice/practicalinterventions)

Citation Practices Challenge, [https://citationpractices.tumblr.com/](https://citationpractices.tumblr.com/)

Cite Black Women Collective, [https://www.citeblackwomencollective.org/](https://www.citeblackwomencollective.org/)


Aiko Holvikivi and Niharika Pandit, “Imagining another University through Feminist Pedagogies” (February 16, 2022), Strike Archive, [https://blogs.lse.ac.uk/gender/2022/02/16/imagining-another-university-through-feminist-pedagogies](https://blogs.lse.ac.uk/gender/2022/02/16/imagining-another-university-through-feminist-pedagogies)

Alexis Shotwell, “Strategies for Suffering-Free Academic Writing” Workshops: “Taking an Attitude,” “Time vs Guilt Management,” and “Techniques and Memos,” (November 28, 2014), [https://www.youtube.com/watch?v=cRFsuNczljk](https://www.youtube.com/watch?v=cRFsuNczljk) [https://www.youtube.com/watch?v=FLXyA2C_CGg&t=0s](https://www.youtube.com/watch?v=FLXyA2C_CGg&t=0s) [https://www.youtube.com/watch?v=cRFsuNczljk](https://www.youtube.com/watch?v=cRFsuNczljk)


**UNIT TWO: FEMINIST PEDAGOGY AND PRAXES OF TRANSGRESSION, REFUSAL AND TRANSFORMATION**

Week 8  
Challenges in Feminist Pedagogy III

Wed., 10/25  
*Intersectional, Transnational, & Transfeminist Approaches*
**Required Reading**


---

**Week 9**

**Challenges in Feminist Pedagogy IV**

**11/1**

Complaint, Anger as Resistance, Refusal

**Required Reading**


---

**Week 10**

**Challenges in Feminist Pedagogy V**
11/8

Engaged, Erotic, Spiritual, Emergent within the (Neoliberal, Settler Colonial, Racial Capitalist, Cisheteropatriarchal, Necropolitical, Alt-Right Neo-Fascist...) Impossible

Required Reading


---

Week 11

Naming, Citing, Articulating our Teaching Philosophies and Practices in Diversity Statements

Wed., 11/15

Peer Review Workshop on the Diversity Statement

Recommended Resources and Reading for Diversity Statement


UNIT THREE: FEMINIST PEDAGOGY IN PRAXIS: DESIGNING COURSES & SAMPLE LESSON PLANS & ASSIGNMENT PROMPTS

Week 12  
Feminist Pedagogy in Course & Assignment Design  
Wed., 11/22  
Project Day  

Required Reading  

Fall Recess: Nov. 23-26, 2023  

Week 13  
Feminist Pedagogy in Course & Assignment Design  
Wed., 11/29  
Thinking Through the Process  

Required Reading  


Carmen Kynard, “#BlackGirlMagic: @The Intersections of Literacies, Public Pedagogies, and Black Feminisms,” syllabus zine, Fall 2019.  

Week 14  
Collaborative Design: Feminist Pedagogy Mutual Aid Workshop
Wed., 12/6    Feminist Pedagogy Mutual Aid Workshop

**Additional Key Resources**
Laura Zanotti, Inclusive Syllabus Project, resources and checklist for designing an inclusive syllabus, [https://laurazanotti.org/inclusive-syllabus-project](https://laurazanotti.org/inclusive-syllabus-project)


Social Justice Syllabus Design Tool
[https://journals.shareok.org/jcscore/article/view/87](https://journals.shareok.org/jcscore/article/view/87)

**Week 15**    Thinking Out Loud Together: Feminist Pedagogy Teaching Presentations

Wed., 12/13    Feminist Pedagogy Teaching Presentations

* Final Portfolios due by Wed., Dec. 20 (grades due to registrar by Dec. 24)