



Gender and Women's Studies

UNIVERSITY OF WISCONSIN-MADISON



Gen&WS 840: Pedagogy in Gender and Women's Studies Fall 2023

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.

Discussion participation rubric					
Points	5	4	3	2	1
Quality of contribution	Always well-prepared for	Well-prepared for	Sometimes well-	Rarely prepared for	Almost never prepared for

	class; shows critical thought; poses questions; moves dialogue forward; stays on topic; engages with both instructor and classmates	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	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	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	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

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%

B 83-87%
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 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

bell hooks, "Building a Teaching Community," in *Teaching to Transgress: Education as the Practice of Freedom* (Routledge, 1994), 129-65.

Kristina R. Llewellyn and Jennifer J. Llewellyn, "A Restorative Approach to Learning: Relational Theory as Feminist Pedagogy in Universities," in *Feminist Pedagogy in Higher Education: Critical Theory and Practice*, eds. Tracy Penny Light, Jane Nicholas, and Renée Bondy (Wilfrid Laurier University Press, 2015), 11-31.

Eugenia Zuroski, "'Where Do You Know From?': An Exercise in Placing Ourselves Together in the Classroom," *MAI: Feminism & Visual Culture* (January 27, 2020), <https://maifeminism.com/where-do-you-know-from-an-exercise-in-placing-ourselves-together-in-the-classroom/>.

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/>

Death Class [Fernanda Villarroel, Amy Gaeta, Saeedeh Asadipour, Anders Zanichkowsky, Michael Feinberg, Luke Urbain, Luke Leavitt, Alexandra Lakind, and Malú Machuca Rose], *Pause.Fervor. Reflections on a Pandemic*, eds. Manca Bajec, Tom Holert, and Marquard Smith (Harun Farocki Institut and Journal of Visual Culture, 2021), 49-59. <https://www.harun-farocki-institut.org/en/2021/06/15/pause-fervour-reflections-on-a-pandemic-journal-of-visual-culture-hafi-reader-out-and-ready-for-download/>

Feminist Pedagogy: Course Handbook of Principles, Theory & Applications (Women's & Gender Studies Program, Vanderbilt University, 2015), <https://cdn.vanderbilt.edu/vu-my/wp-content/uploads/sites/1730/2015/03/14130616/FemPedMan4site.pdf>

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.

Lynne Webb, Myria Watkins Allen, and Kandi L. Walker, "Feminist pedagogy: Identifying basic principles," *Academic Exchange*, 6 (2002): 67-72.

Esther Ngan-Ling Chow, Chadwick Fleck, Gang-Hua Fan, Joshua Joseph, and Deanna M. Lyter, "Exploring Critical Feminist Pedagogy: Infusing Dialogue, Participation, and Experience in Teaching and Learning," *Teaching Sociology* 31.3 (2003): 259-75.

Salsabel Almanssori, "Feminist Pedagogy from Pre-Access to Post-Truth: A Literature Review," *Canadian Journal for New Scholars in Education* 11.1 (Spring 2020), 54-68.

Week 3 Challenges in Feminist Pedagogy I

Wed., 9/20

Vulnerability, Authority & Discomfort

Required Reading

Elizabeth Ellsworth, "Why Doesn't This Feel Empowering?: Working through the Repressive Myths of Critical Pedagogy," *Harvard Educational Review* 59.3 (August 1989), 297-324.

Megan Boler and Michalinos Zembylas, "Discomforting Truths: The Emotional Terrain of Understanding Difference," in *Pedagogies of Difference: Rethinking Education for Social Change* (Routledge, 2003), 107-130.

Orla Meadhbh Murray and Lisa Kalayji, "Forging Queer Feminist Futures through Discomfort: Vulnerability and Authority in the Classroom," *Journal of Applied Social Theory* 1.2 (2018): 1-23.

Jonah M. Elaine Scully, "Shapeshifting Power: Indigenous Teachings of Trickster Consciousness and Relational Accountability for Building Communities of Care," *The Seneca Falls Dialogues Journal* 4 (2021), 50-67.

Recommended

Monika Rogowska-Stangret, "Sharing Vulnerabilities: Searching for Unruly Edges in Times of the Neoliberal Academy" in *Teaching Gender: Feminist Pedagogy and Responsibility in Times of Political Crisis*, eds. Beatriz Revelles-Benavente and Ana M. González Ramos (Routledge, 2017), 11-24

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

"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

"Writing a Diversity Statement for the Faculty Job Search, Rackham Graduate School, University of Michigan,

<https://www.youtube.com/watch?v=oCFN8EV4CoE>

Enilda Romero-Hall, "How to Embrace Feminist Pedagogies in Your Courses," *AECT Interactions* (April 15, 2021),

<https://interactions.aect.org/how-to-embrace-feminist-pedagogies-in-your-courses>

Clare Daniel, "The Uses of Feminist Pedagogy Before, During and After the Pandemic," *Faculty Focus* (May 3, 2021),

<https://www.facultyfocus.com/topic/articles/equality-inclusion-and-diversity/>

Mel Michelle Lewis, "Intersex Justice Pedagogy: A Decolonial and Intersectional Teaching and Learning Praxis," *TSQ: Transgender Studies Quarterly* 9.2 (2022), 255-63.

Week 5 Feminist Disability Studies Pedagogy

Wed., 10/4 *Workshop with Dr. Jess Waggoner [synchronous via Zoom]*

Required Reading

Kristina R. Knoll, "Feminist Disability Studies Pedagogy," *Feminist Teacher* 19.2 (2009): 122-33.

Jess Waggoner, Hailee Yoshizaki-Gibbons, Ashley Mog, Krystal Clearly, and Margaret Price, "Disability Access as Feminist Praxis at NWSA and Beyond, (Nov. 18, 2017),
https://www.academia.edu/35438137/Handout_Disability_Access_as_Feminist_Praxis_at_NWSA_and_Beyond_

Week 6 Challenges in Feminist Pedagogy II

Wed., 10/11 *Risk, Safety and Teaching with Trauma*

Required Reading

Kyoko Kishimoto and Mumbi Mwangi, "Critiquing the Rhetoric of 'Safety' in Feminist Pedagogy: Women of Color Offering an Account of Ourselves," *Feminist Teacher* 19.2 (2009), 87-102.

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

For full interview, see: Peter James Hudson, "The Geographies of Blackness and Anti-Blackness: An Interview with Katherine McKittrick," *The CLR James Journal* 20.1-2 (Fall 2014), 233-240.

Angela M. Carter, "Teaching with Trauma: Trigger Warnings, Feminism and Disability Pedagogy," in *Disability Studies Quarterly* 35.2 (2015): 1-23.

Morgan Bimm & Margeaux Feldman, "Towards a Femme Pedagogy, or Making Space for Trauma in the Classroom," *MAI: Feminism & Visual Culture* (January 27, 2020),

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>

Citation Practices Challenge, <https://citationpractices.tumblr.com/>

Cite Black Women Collective,
<https://www.citeblackwomenscollective.org/>

Samira Rajabi, “Naming Our Pedagogies: Legitimising Feminist Teaching in the Media Studies Classroom” (January 27, 2020), *MAI: Feminism and Visual Culture*, <https://maifeminism.com/category/toolkit/>

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>

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=FLXyA2C_CCg&t=0s
<https://www.youtube.com/watch?v=cRFsuNczljk>

Karen Kelsky, “The Dreaded Teaching Statement: Eight Pitfalls,” *The Professor is In* (September 12, 2016),
<https://theprofessorisin.com/2016/09/12/thedreadedteachingstatement/>

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

Kimberlé Williams Crenshaw, "Toward A Race Conscious Pedagogy in Legal Education," *National Black Law Journal* 11.1 (1988), 1-14.

Dawn Rae Davis, "Unmirroring Pedagogies: Teaching with Intersectional and Transnational Methods in the Women and Gender Studies Classroom," *Feminist Formations* 22.1 (Spring 2010), 136-62.

Kim A. Case, "Toward an Intersectional Pedagogical Model: Engaged Learning for Social Justice," in *Intersectional Pedagogy: Complicating Identity and Social Justice*, ed. Kim A Case (Routledge, 2016), 1-24.

Chris A. Barcelos, "Transfeminist Pedagogy and the Women's Health Classroom," *Feminist Formations* 31.3 (Winter 2020), 1-24.

Week 9

Challenges in Feminist Pedagogy IV

11/1

Complaint, Anger as Resistance, Refusal

Required Reading

Sara Ahmed, "Complaint as Feminist Pedagogy," Lecture, Permanent Ordinary Seminar, Bilbao, May 31, 2021, <https://feministkilljoys.com/2021/06/16/complaint-as-feminist-pedagogy/>

Olivia N. Perlow, "Gettin' Free: Anger as Resistance to White Supremacy Within and Beyond the Academy," in *Black Women's Liberatory Pedagogies: Resistance, Transformation, and Healing Within and Beyond the Academy*, eds. Olivia N. Perlow, Durene I. Wheeler, Sharon L. Bethea, and Barbara M. Scott (Palgrave Macmillan, 2018).

Saidiya Hartman, "Saidiya Hartman on Insurgent Histories and the Abolitionist Imaginary," *Artforum* (July 14, 2020), 1-7, <https://www.artforum.com/interviews/saidiya-hartman-83579>

Wayne Martino and Kenan Omercajic, "A Trans Pedagogy of *Refusal*: Interrogating Cisgenderism, the Limits of Antinormativity, and Trans Necropolitics," *Pedagogy, Culture & Society* 29.5 (2021), 679-694.

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

bell hooks, "Good Sex: Passionate Pedagogy," in *Teaching Community: A Pedagogy of Hope* (Routledge, 2003), 139-55.

M. Jacqui Alexander, "Pedagogies of the Sacred: Making the Invisible Tangible," in *Pedagogies of Crossing: Meditations on Feminism, Sexual Politics, Memory, and the Sacred* (Duke University Press, 2005), 287-332.

Erika Busse, Meghan Krausch, and Wenjie Liao, "How the 'Neutral' University Makes Critical Feminist Pedagogy Impossible: Intersectional Analysis from Marginalized Faculty on Three Campuses," *Sociological Spectrum* 41.1 (2021), 29-52.

Zakiya R. Adair, "All Power to All the People: WGS and Feminist Pedagogy in the Era of the Alt-Right," *Radical Teacher: A Socialist, Feminist and Anti-Racist Journal on the Theory and Practice of Teaching* 121 (Winter 2021), 46-54.

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

Sara L. Beck, "Developing and writing a diversity statement" (2018), Vanderbilt University Center for Teaching,

<https://cft.vanderbilt.edu/developing-and-writing-a-diversity-statement>

Karen Kelsky, "The Professor is In: Making Sense of the Diversity Statement" (January 13, 2014).

Anonymous, "When Diversity Feels Like a Trap: the Palestine Exception — WOC Guest Post" (February 11, 2020), *The Professor Is In*, <https://theprofessorisin.com/2020/02/11/when-diversity-feels-like-a-trap-the-palestine-exception-woc-guest-post/>

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

Lorgia García Peña, "Chapter 3: Freedom," in *Community as Rebellion: A Syllabus for Surviving Academia as a Woman of Color* (Haymarket Books, 2022).

Fall Recess: Nov. 23-26, 2023

Week 13 Feminist Pedagogy in Course & Assignment Design

Wed., 11/29 *Thinking Through the Process*

Required Reading

Sabina Vaught, Damien Sojoyner, and Connie Wun, "A Collaborative Experiment in Building Anti-Carceral Pedagogies," *Ethnic Studies Review* 45.2-3 (2022), 53-61.

Michelle M. Jacob, Stephanie RunningHawk Johnson and Deanna Chappell, "Do You Know Where You Are?: Bringing Indigenous Teaching Methods into the Classroom," *Sociology of Race and Ethnicity* 7.2 (2021), 278-83.

Cecilia Rodríguez Milanés and Aimee Denoyelles, "Designing Critically: Feminist Pedagogy for Digital/Real Life" (15 November, 2014), <https://hybridpedagogy.org/designing-critically-feminist-pedagogy-digital-real-life>

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>

Decolonizing the Classroom Teaching Tool:

<https://culanth.org/fieldsights/decolonizing-the-classroom-a-conversation-with-girish-daswani>

Social Justice Syllabus Design Tool

<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)**