WGS 720 Feminist Pedagogies
Spring 2013
Fridays, 2:10 – 4:55 pm
HUM 502

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Office Hours
• Sign up on the door of HUM 330 or drop in:
• Mondays & Wednesdays 3:30 – 5:00 pm
• Fridays: 11:00 am – 12:00 pm

Prerequisites: WGS 700 or consent of instructor.
Recommendation: concurrent enrollment with GA/GTA/teaching/coaching/tutoring

WGS 720 examines feminist critical education theories and praxis with a transnational feminist lens. Topics may include history of the University and gender tactics of colonialism; intersectional analysis of disability studies; theory/praxis debates; pedagogies of the oppressed; and teaching transgression.

This course is a “practicum” – it is designed to provide a space for critical reflection on and context for graduate students engaged in pedagogical practices. Such practices are most often working as a GA (graduate assistant) in undergraduate classes at SFSU. However, students engaged in pedagogical projects outside the college classroom – such as coaching, mentoring, or teaching in community organizations, tutoring (on or off-campus), working with community members in research projects, etc – and students with an interest in future pedagogical practices are also welcome in the course.

This course meets as a whole only seven times throughout the semester. However, as members of the course, students not only participate in seminar, but they will also post regularly to the course iLearn discussion site, engage in their own pedagogical project, and observe and assess their classmates’ work outside of the seminar. Further, you are required to meet with the instructor regularly regarding your independent project and praxis.

Student Learning Outcomes
• Students will situate their own teaching in relation to feminist theories of pedagogy and the politics of knowledge.
• Students will engage with questions of praxis in relation to pedagogy, considering the relationships among theory, education, institutions, politics, and practice.
• Students will analyze the mutually constitutive formation of categories of difference, including gender, sexuality, race, ability, nation and class.

Required Texts
• Additional readings on iLearn
Resources and Course Policies

• Academic Honesty
  o “Plagiarism is a form of cheating or fraud; it occurs when a student misrepresents the work of another as his or her own. Plagiarism may consist of using the ideas, sentences, paragraphs, or the whole text of another without appropriate acknowledgment, but it also includes employing or allowing another person to write or substantially alter work that a student then submits as his or her own” (http://www.sfsu.edu/~collhum/?q=plagiarism-resources).
  o I do not tolerate cheating or plagiarism. While plagiarism can be accidental, it carries severe penalties at SFSU and other universities, ranging from loss of credit on an assignment, to loss of credit for a class, suspension or expulsion. Avoid plagiarism by citing your sources, whether books, periodicals, web-sites, unpublished manuscripts, or even discussions with classmates.
  o Written work submitted for WGS 720 may not be (or have been) submitted for other classes (at SFSU or elsewhere) for academic credit. If you have concerns that your work for WGS 720 might overlap with other course materials, consult both instructors.

• Accessibility
  o I wish to make this course as accessible as possible to students with disabilities or medical conditions that may affect any aspect of course assignments or participation. You are invited to communicate with me at the outset of the course or at your discretion about any accommodations that will improve your experience of or access to the course.
  o Students with disabilities who need reasonable accommodations are encouraged to contact the DPRC and the course instructor. The Disability Programs and Resource Center (DPRC) is available to facilitate the reasonable accommodations process. The DPRC is located in the Student Service Building and can be reached by telephone (voice/TTY 415-338-2472) or by email (dprc@sfsu.edu).
  o The Department of Women and Gender Studies suggests that students with prolonged medical concerns see both the DPRC and the instructor for accommodations for chronic illness.

• Withdrawals
  o The Department of Women and Gender Studies follows Academic Senate Policy #S09-196 regarding withdrawals. Withdrawals are permitted without restriction during the first two weeks of the semester. After that, withdrawal from a course must be for “serious and compelling reasons.” Serious and compelling reasons may include: personal or family emergencies; significant change in work, childcare, dependent care, or other responsibilities; or serious personal or family illness. Withdrawals are generally not permitted for other reasons. Students who meet these reasons and have documentation of their circumstances may request from the instructor of this course a withdrawal after the second week of class.

Course Requirements

• Attendance, preparation, individual meetings, and seminar participation (10%)
• Regular participation in online iLearn discussion (10%)
• Seminar Reading Notes (20%)
• Completion of Independent Project (20%)
• Peer Evaluation (10%)
• Final Portfolio (30%)
Attendance, Preparation, and Participation (APP)

- Attendance at, preparation for, and participation in all seminar meetings is required. Please come to class prepared to initiate discussion as well as think through questions and ideas posed by the assigned material, the instructor, and your classmates.
- Your APP grade will be lowered by a full grade if you miss class and do not turn in reading notes before the class meeting.
- If you are ill (if you are contagious, please do not come to class) and must unavoidably miss one meeting for that or some other reason, try to send reading notes and/or Skype into class.
  - Your APP grade will be reduced by only 1/3 of a grade if you email complete reading notes to the instructor by noon on the day of the class meeting.
  - If you can pre-arrange to video-conference into class, and you email complete reading notes to the instructor by noon, your grade will not be penalized for missing one class only.
- Arriving significantly late to class more than once will result in a lowered APP grade (1/3 of a grade penalty for every two late arrivals to seminar).

Individual Meetings

- Students are expected and required to arrange at least 2 meetings with the instructor in her office hours: once prior to the independent project, and once prior to the completion of the portfolio.

On-line participation

- On weeks that we do not meet as a seminar, students are required to post at least twice during the week on the WGS 720 iLearn discussion board.
  - One post should initiate a conversation in some way: you might report on your week’s praxis, respond to previous seminar topics, connect course readings to your own teaching, post and briefly analyze an outside source (blogs, news items, essays, etc) related to feminist pedagogy, etc.
  - A second weekly post should respond to a classmate’s post or ongoing thread of discussion.
- Posts must be on iLearn by 2:00 pm on Fridays (for weeks that we do not meet as a group)

Independent Project

- Each student will select one of the following independent projects, in consultation with the course instructor and other relevant people. While the project grade itself is based on timely and thorough completion rather than content, your work will be assessed by a classmate, the project will be included in your final portfolio, and your own reflection on and assessment of your project will form a core component of your final portfolio grade.
- Project Options
  - **Teach a class day.** This will include research and preparation of assigned materials, development of a lecture/lesson plan, execution of the plan in an SFSU class, compilation of an annotated bibliography. Students most often teach for a day in a class for which they are a GA, in consultation with the instructor of that course. Peer assessment is an observation of the class. Portfolio materials must include annotated bibliography, lesson plan and/or lecture script, and narrative reflections on the class day.
  - **Write a syllabus** for a course you wish to teach. This option requires research into the course topic, construction of course description, learning objectives, daily readings, and course assignments as well as compilation of an annotated bibliography. Peer assessment is an evaluation of the written syllabus. Portfolio
materials must include annotated bibliography, complete syllabus, and narrative rationale for the course.

- **Public pedagogy project.** If you are currently involved with a local community organization, you may develop and execute an (observable) coaching, teaching, or in-service event that is of service to your organization. This will include research, compilation, or production and preparation of relevant workshop materials, development of a workshop lesson plan, execution of the plan at an observable event, compilation of an annotated bibliography. Peer assessment is observation of the event. Portfolio materials must include annotated bibliography, lesson plan and/or event script, materials which indicate the role of this service to the organization, and narrative reflections on the event day.

Reading Notes

- For seminar meetings on February 8, March 1, March 15, April 5, and April 26, students are required to prepare 2 thoughtful (single-spaced) pages of reading notes in the form of an informal response essay. These notes should point to areas of interest and/or confusion, they may integrate discussions of the material with reflections on your teaching praxis, they should highlight areas you wish to discuss in class, and – though you may wish to focus more on one text than another – they must include specific discussion of all of the day’s assigned readings. These reading notes will form the basis for much of our class discussion. Please bring two printed copies of your notes to class. Reading notes are due at the start of class and will not be accepted late.

Peer Evaluation

- Each student will evaluate the independent project of another student. For this evaluation, you will observe or read the project, write a 2-page (single-spaced) assessment of the project, and then meet with the student to discuss your assessment. These evaluations will be graded (A –F) for your own thorough assessment and pedagogical approach to the evaluative process.

Final Portfolio

- Your WGS 720 portfolio will include materials from the semester that integrate your reflections on praxis with the theoretical work of the course and your independent project. This will consist of a collection of materials (such as the independent project, etc), a statement of teaching philosophy, narrative reflection on your independent project, and analytic engagement with course readings and independent research on feminist pedagogy. More detailed assignment sheet forthcoming.
Syllabus
February 1 – First Day of Class
• Introduction to the course structure and content
• Individual meetings to discuss course pre-requisites and recommendations

February 8
Due
• 3 - 5 page (double-spaced) statement of your own pedagogical philosophy (1 copy)
• Reading Notes (2 printed copies)
What is Feminist Pedagogy?
• Debbie Storrs and John Mihelich, “Beyond Essentialisms: Team Teaching Gender and Sexuality” in Feminist Pedagogy
• First Day to Final Grade Chapter 1 Becoming a Teacher; Chapter 2 The First Day of Term; and Chapter 11: The Balance of School and Teaching

March 1
Due
• Independent Project Proposals (one-page description of the project, including date (if applicable), any previous experience with the topic/organization, rationale for syllabus (if applicable).
• Preliminary bibliography for Independent Project
• Reading Notes (2 printed copies)
Liberation and/as Pedagogy
• Paulo Freire, Pedagogy of the Oppressed
• Rebecca Ropers-Huilman, “Scholarship on the Other Side: Power and Caring in Education” in Feminist Pedagogy
• First Day to Final Grade Chapter 3 Weekly Class Preparation and Chapter 4: Running a Discussion

March 15
Due
• Reading Notes (2 printed copies)
In class
• Assign peer evaluations
Critical Thinking, Access, and Identity in the WGS Classroom
• Sal Johnson, “Not for Queers Only: Pedagogy and Postmodernism” in Feminist Pedagogy
• First Day to Final Grade Chapter 5: Trusty Class Plans
April 5
Due
• Completed Independent Projects (syllabi due to your peer evaluator in class; teaching projects must be complete by this day)
• Complete annotated bibliography
• Reading Notes (2 printed copies)

Pedagogy and Positionality
• Dale M. Bauer, “Authority” in Feminist Pedagogy
• First Day to Final Grade Chapter 7: Grading

April 26
Due
• Completed Peer Evaluations due to the instructor (each evaluation must be signed by the student who was evaluated, indicating that s/he has both received a copy of the evaluation and has met and discussed it with the evaluator prior to this date)
• Reading Notes (2 printed copies)

Embodiment and Pedagogy
• Anne Donadey, “Negotiating Tensions: Teaching about Race Issues in Graduate Feminist Classrooms” in Feminist Pedagogy
• http://liminalities.net/6-2/slow.html
• First Day to Final Grade Chapter 8: One-on-One Interaction with Students

May 17
Due
• All Final Portfolios
• (no reading notes today)

Evaluation as Pedagogy and Pedagogy in Context
• First Day to Final Grade Chapter 9: Feedback from Students