

**Instructor:** Dr. Don Unger

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**Office Hours:** Mondays 4:30-5:30 pm, Wednesdays 2:30-3:30 pm or by appointment

**Office:** 221 Lamar

**Meeting Time:** Wednesdays, 4-6:30 pm Central

**Location:**

## **Gender Studies 605: Feminist Pedagogy**

### **Course Description**

In this seminar, we will further our knowledge of feminist, womanist, and critical pedagogies through rigorous reading, writing responses, and activities and assignments that address pedagogy as a praxis. We will explore these pedagogies and their application in different kinds of classrooms, with attention to the Gender Studies classroom. Additional themes we will discuss include: teaching from social justice, intersectional, international, and transnational approaches; exploring the role of identity, difference, privilege, oppression, and embodiment in teaching and learning; and practical teaching skills and classroom strategies.

### **Course Objectives**

- To enable students to understand key concepts and issues in feminist pedagogies
- To enable students to incorporate feminist pedagogies into their courses, through syllabi, assignments, and lesson plans

### **Course Requirements**

#### *Weekly Response Journals (30%)*

You will write a weekly response journal of 500 words. Please upload your reading response to the assignment link in Blackboard that corresponds to the readings for that week. These response journals will form the basis of class discussion and will be worth 30% of your grade. These response journals should address compelling ideas from the readings and try to make these ideas meaningful by relating them to your work as a teaching assistant/instructor, as a student, or experiences in academe writ large.

#### *Class Participation (20%)*

Active participation in discussion regarding the readings is extremely important. You are expected to have completed all the readings and come to class prepared to engage in an in-depth discussion of the readings. You should be thinking of connections, similarities, and contradictions in readings within each week and also larger themes that connect the readings throughout the entire semester. You should also come prepared to class with a series of questions and points about the readings that you would like to discuss.

#### *Syllabus (15%)*

You will write a syllabus for a gender studies course or revise a syllabus for a course that they are teaching, incorporating ideas from the materials we read in class.

### *Seminar Paper (25%)*

You will investigate one aspect of feminist pedagogies using course readings and additional outside research. The focus may become clear in weekly response journals and other reflective writing. This paper should be 10-15 pages, double-spaced.

### *Final Reflection (10%)*

In this final reflection, students draw on their journal reflections and consider the following questions:

- What concepts are central to feminist pedagogies?
- Which practices flow from these concepts?
- Which practices do you already use, and which do you plan to incorporate into your teaching?

Specific examples always make for stronger writing.

### **Required Texts**

- Paulo Freire, *Pedagogy of the Oppressed*, ISBN 978-0826412768 (any edition will do)
- bell hooks, *Teaching to Transgress*, ISBN 978-0415908085 (any edition will do)
- AnaLouise Keating, *Teaching Transformation: Transcultural Cultural Dialogues*, ISBN 978-0230104907
- la paperson, *A Third University is Possible*, ISBN 978-1517902087
- Additional readings can be found on the course Blackboard site.

### **Evaluation**

Your written work will be graded with the following criteria in mind:

- thoughtful engagement with the subject matter and awareness of the topic's complexity;
- logical and convincing interpretation that leads the reader to some insight;
- clear and logical organization of ideas within paragraphs and throughout the essay;
- adherence to the guidelines of the assignment regarding appropriate content, length, and documentation.

## Calendar

WEEK 1: Jan. 31

### *Course Introduction*

What is Pedagogy? What Are Feminist/Womanist/Transformative Pedagogies?

- Patricia Murphy, "Defining Pedagogy" (from *Pedagogy and Practice: Culture and Identities*, 28-39) (on Blackboard)
- Carolyn Shrewsbury, "What is Feminist Pedagogy?" (on Blackboard)

WEEK 2: Feb 7

### *Liberation & Critical Pedagogy*

- **Paulo Freire**, *Pedagogy of the Oppressed*

WEEK 3: Feb. 14

### *Womanist & Transcultural Pedagogies*

- Tamara Beauboeuf-LaFontant, "A Womanist Experience of Caring: Understanding the Pedagogy of Exemplary Black Women Teachers" (on Blackboard)
- **AnaLouise Keating**, *Teaching Transformation: Transcultural Classroom Dialogues*, Introduction, "Transformational Multiculturalism: Definitions, Alterations, Interventions," 1-21

WEEK 4: Feb. 21

### *In Theory & Practice*

- **bell hooks**, *Teaching to Transgress*

WEEK 5: Feb. 28

### *Classroom Environment*

- Layli Phillips and Barbara McCaskill, "Who's Schooling Who? Black Women and the Bringing of the Everyday into Academe, or Why We Started 'The Womanist'" (on Blackboard)
- Dale M. Bauer, "Authority" (from *Feminist Pedagogy: Looking Back to Move Forward*, 23-26) (on Blackboard)
- Pamela L. Caughie and Richard Pearce, "Resisting 'the Dominance of the Professor': Gendered Teaching, Gendered Subjects" (from *Feminist Pedagogy: Looking Back to Move Forward*, 27-39) (on Blackboard)
- Berenice Malka Fisher, *No Angel in the Classroom*, Chapter 3, "The Rocky Road to Feminist Empowerment: Questioning Authority" (on Blackboard)

WEEK 6: Mar. 6

### *Teacher Identity*

- Sheryl Conrad Cozart & Jenny Gordon, "Using Womanist Caring as a Framework to Teach Social Foundations" (on Blackboard)
- Djana A. Hill-Brisbane, "Black Women Teacher Educators, Race Uplift, and the Academic Other-Mother Identity" (on Blackboard)
- Berenice Malka Fisher, *No Angel in the Classroom*, Chapter 4, "No Angel in the

- Classroom: Exploring the Ethic of Care” (on Blackboard)
- Rebecca Ropers-Huilman, “Scholarship on the Other Side: Power and Caring in Feminist Education (from *Feminist Pedagogy, Looking Back to Move Forward*, 40-58) (on Blackboard)

Week 7: Mar. 13  
Spring Break, No class

WEEK 8: Mar. 20

*Classroom Environment*

- Julia A. Wood, “Bringing Different Voices into the Classroom,” (from *Feminist Pedagogy, Looking Back to Move Forward*, 138-49) (on Blackboard)
- **AnaLouise Keating**, *Teaching Transformation: Transcultural Classroom Dialogues*, Chapter 2, “Forging Commonalities”

**Seminar Paper Proposal Discussion**

WEEK 9: Mar. 27

Facilitating Feminist/Womanist/Transformative Courses, part 1

- **AnaLouise Keating**, *Teaching Transformation: Transcultural Classroom Dialogues*, Chapter 4, “Reading ‘Whiteness,’ Unreading ‘Race,’” 81-103
- Anna Donadey, “Negotiating Tensions: Teaching about Race Issues in Graduate Feminist Classrooms” (from *Feminist Pedagogy, Looking Back to Move Forward*, 209-29) (on Blackboard)

WEEK 10: Apr. 3

*Student Identity & Positionality*

- Berenice Malka Fisher, *No Angel in the Classroom*, Chapter 5, “Dangerous Curves: Safety and Self-Disclosure” (on Blackboard)
- Berenice Malka Fisher, *No Angel in the Classroom*, Chapter 6, “Women Do Not Say We’: Difference and the Ideal of Community” (on Blackboard)
- **AnaLouise Keating**, *Teaching Transformation: Transcultural Classroom Dialogues*, Chapter 3, “Giving Voice to ‘Whiteness’? (De)Constructing ‘Race,’” 56-80

**Seminar Paper Workshop**

WEEK 11: Apr. 10

Facilitating Feminist/Womanist/Transformative Course, part 2

- **AnaLouise Keating**, *Teaching Transformation: Transcultural Classroom Dialogues*, Chapter 5, “Teaching the Other?”, 104-21
- **AnaLouise Keating**, *Teaching Transformation: Transcultural Classroom Dialogues*, Appendix 2 & 3, 127-128
- Bagele Chilisa, *Indigenous Research Methodologies*, Chapter 3, “Whose Reality Counts? Research Methods in Question,” 73-92

**Final Syllabus Due**

WEEK 12: Apr. 17

New Directions for Feminist/Womanist/Transformative Pedagogies, part 1

- C. Alejandra Elenes, "Re-mapping Transformative Pedagogies: New Tribalism and Social Justice," (in *Transforming Borders: Chicano/a Popular Culture and Pedagogy*, 167-78) (on Blackboard)
- Berenice Malka Fisher, *No Angel in the Classroom*, Chapter 7, "Innocents and Intellectuals: Is There Hope for Feminist Teaching?", 191-212 and "Postscript: Where Can I Go from Here?", 213-221 (on Blackboard)
- **AnaLouise Keating**, *Teaching Transformation: Transcultural Classroom Dialogues*, Conclusion, "May We Dream New Worlds into Being: Transforming Status-Quo Stories," 122-24
- Bagele Chilisa, *Indigenous Research Methodologies*, Chapter 10, "Building Partnerships and Integrating Knowledge Systems," 289-309 (on Blackboard)

WEEK 13: Apr. 24

**Seminar Paper Peer Review Workshop**

WEEK 14: May 1

New Directions in Feminist/Womanist/Transformative Pedagogies, part 3

- **la paperson**, *A Third University is Possible*

Finals Week:

**Final Seminar Paper Due May 8**

**Final Reflection Due May 8**