

**FEMINIST PEDAGOGY**  
**EADU 8180 ----- WMST8180**  
**Spring Semester 2007**

\*\*\*\*\*

Juanita Johnson-Bailey  
Office: 408 River's Crossing  
Office Hours:  
Office Phone: 542-6600

Class Meets  
Tuesday 4:30 – 7:15  
Student Learning Center Rm. 251  
WMST Phone: 542-2846

\*\*\*\*\*

Are there women's and girls' ways of knowing and being in society that make the experience of schooling, learning, and teaching a specific and different process? This course will examine how educational systems and institutions have regarded women historically and contemporarily. Are girls socialized to a designated place in society? Does this affect how girls should be educated? To explore these phenomena, a wide range of pedagogical perspectives and resources will be included, such as: *How Schools Short Change Girls*, *Teaching to Transgress*, and *The War on Boys*. In addition, the course will examine the views of students and faculty with texts like *The Feminist Classroom*, *Women Teaching for Change*, and *When Women Ask the Questions*. This course will examine the ideas and issues that comprise contemporary feminist thinking. We will discuss how patriarchy shapes Western society and in particular the educational lives of women.

This syllabus is a general plan for the course. If deviations are necessary, they will be announced and a written addendum will be provided.

**REQUIRED TEXTS:**

Maher, F.A. & Tetreault, M.K. (2001). *The feminist classroom: Dynamics of gender, race, and privilege*. New York: Rowman and Littlefield.

hooks, b. (2003). *Teaching community: A pedagogy of hope*. New York: Routledge.

**SUGGESTED OPTIONAL TEXTS:**

Boxer, M.J. (1998). *When women ask the questions: Creating Women's Studies in America*. Baltimore: Johns Hopkins University Press.

hooks, b. (1994). *Teaching to transgress: Education as the practice of freedom*. New York: Routledge.

Johnson-Bailey, J. (2001). *Sistahs in college: Making a way out of no way*. Malabar, FL: Krieger Press.

Weiler, K. (1998). *Women teaching for change: Gender, class, and power*. Wesport: Bergin & Garvey.

**COURSE STRUCTURE:** This course is designed to employ a variety of learning activities, including discussion, film, group work, and lecture. The underlying philosophy of the facilitator is that individuals do not have uniform learning styles. In an effort to accommodate various modes, different instructional methods will be used. As a participant, you are expected to remain actively engaged and to freely express your concerns and needs.

### **ASSIGNMENTS:**

**Integrative Questions:** For each class sessions students are encouraged to bring in complex questions that query the readings for the week. Such questions should contain a theoretical base.

**Reaction papers:** 10x 5pts each = 50 pts

You will be required to turn in ten reactions papers on reading from class. These are to be single space typed papers addressing your personal interpretation on class readings -- not summaries -- but analytic discussions of the materials. All headings must use APA format. Writings will be graded on content, organization, syntax, creativity, and extent of analysis. A reaction paper is due each week of class, starting the second week, until all 10 papers have been completed.

**GROUP PROJECTS:** 30pts

The class will be divided into three small groups. Each group will work on a subject of specific interest to the collective membership. One possibility is that you design a curriculum for a specific course or group of learners. It is expected that the topics will be closely related to the course and that the topics will be approved in writing by the instructor. Your group presentations will occur throughout the class session. The method of presentation is left to the individual groups. Creativity is encouraged. All presentations must occur in the classroom. This cooperative learning experience will receive a grade from the instructor and from the individuals in the group. This method is used to encourage full group participation.

**EXAM:** 20 pts

The final exam will be a research paper. It will not only require knowledge of class materials, but your paper should reflect your understanding of theoretical concepts as regards the myriad and complexity of women's educational lives. Papers are to be a minimum of twenty pages. Papers are due the last day of class.

**CLASS PARTICIPATION:** It is believed that active participation in this course is essential. Criteria of in-class verbal participation will be distributed the first week of class. Because not all students are comfortable speaking aloud in class, it is accepted that participation can be verbal or non-verbal. Other acceptable forms of participation are: suggesting outside readings, recommending out-of-class films or television programs, and attending and reporting in writing or on video on related campus activities.

**CLASS ATTENDANCE:** It is expected that you will attend all class meetings. Attendance rolls will be maintained. More than two absences will result in the course grade being lowered by ten points or one letter grade.

**TOTAL WEIGHT OF ASSIGNMENTS:**

Reaction papers	50pts
Group presentations	20pts
Final exam	<u>30pts</u>
Total pts	100pts

Grading Scale: 100-90 = A; 89-80 = B; 79-70 = C; 69-60 = D; and 59-0 = F.

**Honesty Policy:**

All academic work must meet the standards contained in “A Culture of Honesty.” Each student is responsible to inform themselves about those standards before performing any academic work.

**Make-up Exam Policy:**

Late assignments will not be accepted.

**SCHEDULE OF CLASS READINGS AND ASSIGNMENTS:**

1-9-07	Introductions; Discussion of Feminist Pedagogy; Teaching and Learning Stories.
1-16-07	Handouts: <i>AAUW Report: How Schools Shortchange Girls</i> : Chapter One – Framing the Issues  <i>Failing at Fairness: How America’s Schools Cheat Girls</i> – Chapters 1 & 2 (Hidden Lessons and Through the Back Door)  <i>No Angel in the Classroom</i> : Introduction (Where I Come From) and Chapter 1 (What is Feminist Pedagogy?)..
1-23-07	<i>Teaching Community</i> : Chapters 1 & 2 (The Will to Learn and Time Out), pp. 1 – 24 Handouts: <i>Failing at Fairness: How America’s School Cheat Girls</i> – Colder by Degrees  <i>Knowledge, Power, &amp; Difference</i> : Chapter 5 ( Women’s Ways of Knowing in Women’s Studies, Feminist Pedagogies, and Feminist Theory)  <i>Educated in Romance</i> : Chapter 6 (Conclusions)
1-30-07	Handouts <i>Teaching to Transgress</i> : Chapters 1 and 9 (Engaged Pedagogy and Building a Teaching Community)  <i>Knowledge, Power, &amp; Difference</i> , Chapter 9 (Voices of Dialogue)  <i>Teaching Community</i> : Chapters 7 & 9 <ul style="list-style-type: none"> <li>• How Can We Serve, pp. 83-92</li> <li>• Keepers of Hope, pp. 105-116</li> </ul>
2-6-07	<i>The Feminist Teacher</i> : Chapters 1, 2, & 3 <ul style="list-style-type: none"> <li>• The Radicalization of the Teacher, pp. 13-23</li> <li>• My Introduction to “Introduction to Women’s Studies, pp. 24-30</li> <li>• Warming up the Classroom Climate for Women</li> </ul>
2-13-07	<i>The Feminist Classroom</i> : Chapters 1& 2.

	<ul style="list-style-type: none"> <li>• Breaking Through Illusion Again, pp. 1-24</li> <li>• Creating a Kaleidoscope</li> </ul> <p><b>Do reaction paper as an essay: define a feminist classroom.</b> We will spend class time defining utopia.</p>
2-20-07	<p><i>The Feminist Classroom</i>: Chapters 3, 4, 5, 6.</p> <ul style="list-style-type: none"> <li>• Mastery, pp. 56-89</li> <li>• Voice, pp. 90-126</li> <li>• Authority, pp. 127-163</li> <li>• Positionality, pp. 164-200</li> </ul> <p>Handouts:  Power Dynamics in the Classroom – Johnson-Bailey &amp; Cervero  Where’s Our Authority – Johnson-Bailey &amp; Lee</p> <p><b>Do reaction paper as an essay: speak to mastery, voice, authority, or positionality in your teaching or learning.</b> Class discussion will revolve around essays.</p>
2-27-07	<p><i>The Feminist Classroom</i>: Chapters 7 &amp; 8.</p> <ul style="list-style-type: none"> <li>• Toward Positional Pedagogies</li> <li>• Learning in the Dark</li> </ul> <p><i>Teaching Community</i>, Chapters 3, 5, &amp; 6</p> <ul style="list-style-type: none"> <li>• Talking Race and Racism</li> <li>• What Happens When White People Change</li> <li>• Standards</li> </ul> <p><i>The Feminist Teacher</i>, Chapters 7 &amp; 8</p> <ul style="list-style-type: none"> <li>• Reflections on Teaching: Gender, Race, and Class</li> <li>• Reshaping the Introductory Women’s Studies Course</li> </ul> <p><b>Do reaction papers on creating a safe space.</b> Class discussions will revolve around essays. Handouts from <i>How Schools Fail Girls</i> and <i>How Schools Shortchange Girls</i>.</p>
3-6-07	<b>No Class. Work on Class Projects</b>
3-13-07	<b>SPRING BREAK!</b>

3-20-07	<i>The Feminist Teacher</i> , Chapter 4 Rewriting the Future, pp. 45-60
3-27-07	<b>Group Presentations Begin. : (Move to next w)</b> As an essay, choose either assignment: Writing Your Own Life History As Learner or Teacher or Best and Worst Learning Experiences.
4-3-07	<b>NO CLASS – AERA in Montreal</b>
4-10-07	<b>Group Presentations.</b>
4-17-07	Free Choice: Bring Your Own Reading: What journal article has most impacted your thinking on feminist pedagogy. Class reading: The teachers: They all have their pets (Luttrell handout).  Choose a Chapter from one of our texts to discuss.
4-24-07	<b>Final Exam Papers Are Due</b>