

Accommodation of students with disabilities

Students who have verification from Disability Services are responsible for contacting the professor as soon as possible. The Office for Disability Services (150 Pomerene Hall; 292-3307; 292-0901) verifies the need for accommodations and assists in the development of accommodation strategies.

Teaching Women's Studies Women's Studies 7702 Autumn 2013

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Office Hours: Thursdays: 2-4 and by
appointment

The purpose of this seminar is to assist graduate teaching assistants in meeting instructional responsibilities and developing the necessary skills for college level teaching in women's studies. Topics cover both the practical aspects of teaching such as course planning, leading discussions, dealing with classroom challenges, and creating lesson plans as well as the more theoretical issues embedded in the feminist scholarship on pedagogy.

Course Objectives:

Upon completion of the course, students will have gained:

- Exposure to theoretical and practical scholarship in pedagogy as a foundation for future consideration, reference, research interests, and teaching needs.
- Heightened awareness of the complexities associated with interdisciplinary and multicultural teaching in Women's Studies
- Practical skills and knowledge for teaching Women's Studies effectively in a college setting

Texts:

Ann Curzon & Lisa Damour, *First Day to Final Grade*

Dian Marino, *Wild Garden*

bell hooks, *Teaching Critical Thinking: Practical Wisdom*

Paulo Friere and Myles Horton, *We Make This Road By Walking*

Robin Crabtree, David Sapp, and Adela Licona, eds., *Feminist Pedagogy: Looking Back to Move Forward*

Martha Nussbaum, *Not for Profit: Why Democracy Matters for the Humanities*

Additional course readings will be available on Carmen. To access these readings, open your web browser and go to this address: carmen.osu.edu. To log in, use the same username and password you use to check your OSU email. Once you've successfully logged in, you will see our course listed. To enter it, click on its name.

Course Requirements:

Class participation (20%): Come to class prepared with questions and comments on the assigned reading. You are encouraged to take an active role in classroom discussions by bringing relevant questions, concerns and experiences to the classroom. (20%)

Teaching Reflections: (20%) In four 1-2 page reflection papers, visit a class taught by another TA or a professor. In your analysis of the class, please reflect upon the following:

- 1) The lesson plan (either embedded or explicit) of the class
- 2) Useful teaching strategies (an exercise, for example, or even simply a phrase that seemed to move a discussion forward or make a good transition)
- 3) Classroom challenges and ways in which they were handled

Class Plan and Teaching demonstration (20%): Prepare a 25-30 minute teaching demonstration in the format of your choice (e.g. discussion or lecture) for the class. Please turn in a class plan, with a discussion of the learning goals for the activity.

Course syllabus and reflection (20%): In preparation for teaching your own class next quarter, design a course syllabus. In 3-5 page reflection paper, choose between the following options:

- Discuss ways that issues and topics that we have discussed in class are reflected in your syllabus.
- Discuss the goals of your class and ways that your syllabus reflects these goals

Feminist Pedagogy essay (20%): Drawing upon the readings and discussions in the course, write a 10-12 page paper on a topic of your choosing in the area of feminist pedagogy.

Grading

Overall grades will be based on the quality of your written assignments and the constructive nature of your class participation. All assignments are due at the end of class on the days specified. A late paper will be penalized by half a grade for every day that the paper is overdue.

Plagiarism policy

As defined by University Rule 3335-31-02, plagiarism is “the representation of another’s works or ideas as one’s own: it includes the unacknowledged word for word use and/or

paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas." Plagiarism is one of the most serious offenses that can be committed in an academic community; as such, it is the obligation of this department and its instructors to report **all** cases of suspected plagiarism to the Committee on Academic Misconduct. After the report is filed, a hearing takes place and if the student is found guilty, the possible punishment ranges from failing the class to suspension or expulsion from the university. Although the existence of the Internet makes it relatively easy to plagiarize, it also makes it even easier for instructors to find evidence of plagiarism. It is obvious to most teachers when a student turns in work that is not his or her own and plagiarism search engines make documenting the offense very simple. Always cite your sources. Always ask questions before you turn in an assignment if you are uncertain about what constitutes plagiarism. Always see your TA or professor if you are having difficulty with an assignment. To preserve the integrity of OSU as an institution of higher learning, to maintain your own integrity, and to avoid jeopardizing your future, do not plagiarize.

Questions or concerns

Please feel free to email me or to speak with me if you have questions about the material, or if you have personal concerns that will affect your class performance. I am happy to arrange appointments to discuss issues at greater length.

Course Schedule

- WED 8/21 Introduction to course and to each other
- WED 8/28 Readings:
 - Ann Curzon and Lisa Damour, *First Day to Final Grade: A Graduate Student's Guide to Teaching*
- WED 9/4 Readings:
 - Paulo Freire, *Pedagogy of the Oppressed* (Carmen)
 - bell hooks, "Paulo Freire" (Carmen)**Teaching reflection due**
- WED 9/11 Readings:
 - Paulo Freire & Myles Horton, *We Make the Road By Walking*
- WED 9/18 Readings:
 - Dian Marino, *The Wild Garden*
 - Augusto Boal, *Games for Actors and Non-Actors* (Carmen)**Teaching reflection due**
- WED 9/25 Readings:
 - bell hooks, *Teaching Critical Thinking: Practical Wisdom*
- WED 10/2 Readings:
 - Maria Lugones, "Feminist Learning in Academic Contexts: A Paradox" (Carmen)
 - Linda Mizejewski, "Queen Latifah, Unruly Women, and the Bodies of Romantic Comedy" (Carmen)
 - Linda Mizejewski, "Feminism, Postfeminism, Liz Lemonism: Comedy and Gender Politics on *30 Rock*" (Carmen)Guest speaker: Linda Mizejewski
Teaching reflection due
- WED 10/9 Readings:
 - Adela Licona, *Feminist Pedagogy: Looking Back to Move Forward*, 1-116Guest speaker: Judy Wu
- WED 10/16 Readings:
 - Adela Licona, *Feminist Pedagogy: Looking Back to Move Forward*, 117—232Guest speaker: Sharon Collingwood
Teaching reflection due

- WED 10/23 Readings:
- Bernice Johnson Reagon, "Coalition Politics: Turning the Century" (Carmen)
 - Mari Matsuda, "Standing Beside My Sister, Facing the Enemy: Legal Theory Out of Coalition" (Carmen)
 - Aurora Levins Morales, "Circle Unbroken, The Politics of Inclusion"
 - Cricket Keating, "Coalitional Consciousness-building"
- Guest speaker: Corinne Reczek
- WED 10/30 Readings:
- J.K. Gibson-Graham, "Queer(y)ing capitalism inside and outside of the classroom" (Carmen)
 - Brenda Jo Brueggemann & Debra Modellmog, "Coming out pedagogy" (Carmen)
- Guest speaker: Cathy Rakowski
- WED 11/6 Readings:
- Martha Nussbaum, *Not for Profit: Why Democracy Matters for the Humanities*
- Guest speaker: Cindy Burack
Course Syllabus due
- WED 11/13 Readings:
- Selections from M. Jacqui Alexander, *Pedagogies of Crossing* (Carmen)
 - Selections from Chandra Mohanty, *Feminism Without Borders* (Carmen)
- WED 11/20 Readings:
Teaching Demonstrations
- WED 11/27 Readings:
No class
- WED 12/4 Readings:
Teaching Demonstrations
Course Conclusions
- WED 12/11 **Feminist Pedagogy essay due**