

FEMINIST PEDAGOGIES

GWSS 5103 Fall 2010 Wed 4-6:30 FORD 400

Blog Address: blog.lib.umn.edu/puoto002/femped2010

Twitter: [@femped2010](https://twitter.com/femped2010)

Instructor: [Dr. Sara L. Puotinen](#)

Office Hours: TUES 12:45-2:00, WED 3:00-4:00 and by appointment

Office Location: FORD 444

Email: puoto002@umn.edu

COURSE DESCRIPTION

What are feminist pedagogies? How do we practice them? What class exercises or assignments help to promote critical consciousness about social injustice in its many forms? How do we connect theory with practice (both inside and outside of the classroom)? How can we use social media to further our feminist pedagogical goals? What are the limits and possibilities of social media for cultivating feminist classrooms and feminist teachers and students? And for extending learning/critical thinking/activism beyond the classroom?

These are only some of the questions that we will critically explore in this seminar on feminist pedagogies and social media. Approaching these (and other) questions theoretically and practically, we will study feminist, multicultural and radical theories of education and develop practical strategies for empowering students and teachers (and students-as-teachers and teachers-as-students) to be critical, transgressive and transformative thinkers.

While this class is not exclusively about social media, we will devote considerable attention to bringing feminist pedagogical theories to bear on social media, such as blogs, twitter, facebook and youtube. We will also spend a lot of time engaging with social media through our course blog, twitter feed and class assignments.

COURSE OBJECTIVES

- To critically analyze the theories and practices of feminist, multicultural and radical pedagogies To experiment with online new media as tools for feminist pedagogies
- To cultivate a community of learners, both inside the classroom and on our blog

- To engage in cooperative learning through peer evaluations of teaching exercises
- To collectively develop an online resource for feminist pedagogies across the disciplines
- To twist, disrupt, play with, and bust the binaries that rigidly define our understandings and experiences of teaching and learning (binaries like: offline/online, teacher/student, active/passive, university/real world, theory/practice)

COURSE FORMAT

This course is a graduate seminar. While I will occasionally give lectures, the focus of our seminar will be on discussion and cooperative learning. We will regularly incorporate our online blog/twitter discussions into our offline class sessions.

Here is the format for most sessions:

- First, we will begin the class by discussing the pedagogical questions*
- Second, we will discuss the readings and the theoretical topic of the day
- Third, we will focus on practical strategies for teaching. On some days this third section will include group presentations (and implementations) of a learning activity/practical exercise**

*Each session will begin with a wrap-up discussion of pedagogical questions that are first raised by several students on our course blog. For more on this assignment see below, under course requirements.

**As part of your teaching strategies grade, you will develop (with a group of 2-4 other students) a learning activity or practical exercise that utilizes feminist pedagogical theories/strategies/techniques. Your learning activity must be designed for and/or implemented on one of the four social media we are analyzing: blogs, twitter, facebook or youtube. A more detailed handout and sign-up sheet will be distributed in the next couple of weeks.

COURSE REQUIREMENTS: 1000 points

1. Teaching Strategies/Lessons Assignments: 150 points

You and your group (2-4 other people) will develop and implement a brief learning activity or practical exercise connected to one form of social media. A handout on this assignment will be posted on our blog in the next few weeks.

2. **Blog Participation: 200 points**

You are expected to actively participate on our course blog. In addition to posting your 2 pedagogical questions on our blog (worth 20 points each), you should post 4 examples of feminist pedagogy (15 points each) and 10 responses to others' posts (either as new entries or comments on other class members' entries) over the course of the semester (worth 10 points each). A handout on this assignment will be posted prior to the second week of class. We will discuss blogs and this blogging assignment during the second week of class.

A note about pedagogical questions: Over the course of the semester you are required to post two pedagogical questions related to feminist pedagogies/ social media. One of these questions should be more practical (that is, related to the *practice* of feminist pedagogies). The other question should be more theoretical (that is, connected to and critically reflecting on our course readings). In the second week of class, you will sign up for the weeks you would like to post. Your question should be posted by Sunday at 12 PM in order to give other students time to read and respond. **Your question should be limited to 200 words or less.** Why 200 words or less? Check out what [I wrote about this question](#) and [how I practiced it](#) on my trouble blog.

3. **Class Notes: 75 points**

You are required to take notes for one class session and post them on our course blog. **Do not simply post a transcript of our discussion.** Instead, try to be creative in your presentation of these notes. Spend some time thinking about how to summarize, organize, and synthesize the key points of our discussion. The purpose of your notes is to **document and archive** our discussion and the process of critically and creatively engaging with the authors and their ideas for your chosen week **from your perspective**. Your notes do not have to be comprehensive, so focus your energy on answering this question: *What do I want to remember from this discussion?* (Instead of this question: *What all was said/ discussed?*)

Note: Another possible option for this assignment is to live tweet our class. Instead of taking notes and posting them later, you would be responsible for tweeting thoughts, questions, comments and/or reactions to this class as it was happening. I have never tried this but would enjoy seeing it action, so let me know if you want to try it.

4. **Class Participation: 125 points**

You should attend class regularly and contribute to class discussions offline and online. Active engagement is crucial as we experiment with new technologies and how to bring them into conversation with feminist pedagogical theories and practices.

5. [Twitter](#): 100 points You are expected to engage regularly with our twitter account (@femped2010) and our twitter feed. In concert with our blog, we will be experimenting with this popular microblogging platform. Over the course of the semester, you should do (at least) 10 tweets related to the class (10 points each). A handout on this assignment will be posted on our blog soon. We will discuss twitter and this twitter assignment during the second week of class.

6. Collaborative Blog Resource Project: 200 points

You are expected to contribute to our feminist pedagogies resource project. As a class, we will collaborate on developing our course blog as a resource site for feminist pedagogies. This public resource site will enable us to practice feminist pedagogy as we learn about and engage with it in its many forms. During the first few weeks of class, we will collaboratively determine (offline and online) our plan for this project (this will include developing and divvying up assignments).

7. Summary/Statement on feminist teaching with social media: 150 points

At the end of the semester, you are expected to post a statement on our blog that includes: 1. a summary of our blog as a resource for feminist pedagogies and 2. your statement on feminist teaching with social media. More information about this assignment will be posted and discussed later in the semester.

note: Once I post the details for each assignment on our blog, I will make the title of each assignment (e.g.: Blog Participation) a link to those details.

UNIVERSITY GRADING POLICY

A achievement outstanding relative to the level necessary to meet course requirements

B achievement significantly above that level necessary to meet course requirements

C achievement meeting the basic course requirements in every respect

D achievement worthy of credit even though it does not meet the basic requirements

F performance failing to meet the basic course requirements

S equivalent to a grade of C or better

SOME BRIEF THOUGHTS ABOUT USING TECHNOLOGY

In this course, we will **experiment** with online technologies as a way to engage in feminist **praxis**. Two key words here: experiment and praxis. While we will devote some serious attention to learning the basics of how to use social media (especially blogging and twitter), our main focus will be on *experimenting* with these technologies by bringing them into conversation with feminist pedagogies

and by pushing at their limits and using them in (sometimes) unexpected ways. The purpose of this experimenting is to critically reflect on feminist pedagogy and social media, while simultaneously engaging in practices of them (*praxis*). Another purpose of our experiments is to have fun, to be inspired, and to find ways to engage with technology in productive (effective, critical and creative) ways inside and outside of the feminist classroom.

This class requires that you spend considerable time on our course blog and following our twitter feed each week. This time is not intended to be merely *in addition* to other readings/assignments, but a *central part* of our critical exploration of feminist pedagogy.

OTHER ACADEMIC INFORMATION

Academic Dishonesty

This includes cheating on assignments, plagiarizing (misrepresenting as your own work any work that has been written by another author), and submitting the same paper or substantially similar paper to meet the requirements of more than one course without the approval of all the instructors concerned. I will report such dishonesty. It is grounds for failure in the course.

Disability Services

Students with disabilities who require accommodations in meeting course requirements should meet with me as early as possible in the term. Class materials, including this syllabus, can be made available in alternative formats upon request. In order to receive accommodations, you must [register](#) with disability services first.

Non-native English Speakers and Writers

If you need some extra assistance with the reading and writing assignments, please contact me early in the term.

U of M Harassment Policy

The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation. [Click here](#) for more resources.

COURSE TEXTS

Books (available at the U of M bookstore)

Fisher, Berenice Malka. [No Angel in the Classroom](#) (NA)

hooks, bell. [Teaching to Transgress](#) (TT)

Kumashiro, Kevin. [*Troubling Education*](#) (TE)

Adams. [*Teaching for Diversity and Social Justice*](#) (OPTIONAL)

Readings (available on WebCT* or our blog**)

*Access WebCT through [MyU](#). Click on MyCourses and then GWSS 5103. Log in and then click on our class again. The readings will be organized under the week will be reading them and should show up on the front page of our course site.

**Readings posted on our blog will appear in the link section under "readings." The link section is located near the end of the far right column

Additional Readings?

If there is a reading that you would like to include, please let me know

READING SCHEDULE

The following reading schedule is subject to change. In fact, more than likely, this schedule *will* change at least once this semester. I will announce any changes on this post, in class and on twitter.

Books (available at the U of M bookstore)

Fisher, Berenice Malka. [*No Angel in the Classroom*](#) (NA)

hooks, bell. [*Teaching to Transgress*](#) (TT)

Kumashiro, Kevin. [*Troubling Education*](#) (TE)

Adams. [*Teaching for Diversity and Social Justice*](#) (OPTIONAL)

Readings (available on WebCT* or our blog)**

*Access WebCT through [MyU](#). Click on MyCourses and then GWSS 5103. Log in and then click on our class again. The readings will be organized under the week will be reading them and should show up on the front page of our course site.

**Readings posted on our blog will appear in the link section under "readings." The link section is located near the end of the far right column.

Additional Readings?

If there is a reading that you would like to include, please let me know.

September

8 Introduction to the class

15 Teaching with Online Technologies, part one

Readings:

- Browse my [workshop](#) on Teaching with Blogs and Blogging While Teaching
- Browse [Feminist Pedagogies: 2009](#)
- Browse [Hacking the Academy](#), especially [Lectures, Classrooms and the Curriculum](#)
- Spend some time on twitter: learn some [twitter basics](#), check out our class [twitter account](#) or my [twitter account](#), and read some [twitter tales](#)
- [How to Start Tweeting \(and Why You Might Want To\)](#)
- Check out this [twitter cheat sheet](#)
- Watch [Twitter in Plain English](#)
- Browse [Share This! How You will Change the World with Social Networking](#) and watch her [presentation](#) (via youtube) on sharing, democracy and the internet.

SOME DEFINITIONS

22 What are Feminist Pedagogies? part one

Readings:

- Shrewsbury, Carol M. "What is Feminist Pedagogy?" (WebVista)
- Fisher, Berenice Malka. "Introduction" and "Ch 1: What is Feminist Pedagogy?" (NA)
- Omolade, Barbara. "A Black Feminist Pedagogy" (WebVista)
- Mahler, Freda. "Twisted Privileges" (WebVista)

29 **What are Feminist Pedagogies? part two**

Readings:

- Elenes, C. Alejandra. "Transformando Fronteras. Chicana Feminist Transformative Pedagogies" (WebVista)
- Keating, AnaLouise. Excerpts from *Teaching Transformation* (WebVista)
- Boler, Megan. "A Pedagogy of Discomfort" (WebVista)

FEMINIST PEDAGOGY/CRITICAL PEDAGOGY

October

6 **Feminist Pedagogy and Critical Pedagogy**

Readings:

- Ellsworth, Elizabeth. "Why Doesn't this Feel Empowering?" in *Feminism and Critical Pedagogy* (WebVista)
- Torres, Edén. "Wisdom and Weakness" (WebVista)
- Anderson, Robert C. "Teaching (with) Disability: Pedagogies of Lived Experience" (WebVista)
- Freire, Paulo. Excerpts from *Pedagogy of the Oppressed* and *Learning to Question* (WebVista)

13 **Feminist Pedagogy as Critical Pedagogy: bell hooks**

Readings:

- hooks, bell. *Teaching to Transgress (TT)*
- Davidson, Guadalupe and George Yancy. "Introduction" in *Critical Perspectives on bell hooks* (WebVista)

20 Troubling/Troublemaking as Feminist Critical Pedagogy

Reading:

- Kumashiro, Kevin. *Troubling Education (TE)*

Feminist Pedagogy and New Media

27 Teaching with Online Technologies, part two

Readings:

- Herbst, Claudia. "Masters of the House: Literacy and the Claiming of Space on the Internet" (WebVista)
- Gordon, Eric and David Bogen. "Designing Choreographies for the 'New Economy of Attention'" (WebVista)
- Kellner, Douglas and Jeff Share. "Critical Media Literacy, Democracy, and the Reconstruction of Education" (WebVista)
- Daniels, Jessie. "Rethinking Cyberfeminism(s): Race, Gender, and Embodiment" (WebVista)
- Musto, Jennifer Lynne. "Techno-Mindfulness and Critical Pedagogic Praxis in Third Wave Feminist Classroom Spaces" (WebVista)

November

3 Feminist Pedagogy and Blogging, part one: Voice and Self-expression

Readings:

- [Scholar and Feminist Online. Blogging Feminism: \(Web\) Sites of Resistance](#)
- Tobias, Vicki. ["Blog This! An Introduction to Blogs, Blogging, and the Feminist Blogosphere"](#)
- Feminist Collections. ["Round-Up: Blogging Women's Studies"](#)

- Herold, Stephanie. "[Young Feminists to Older Feminists: If you can't find us, it's because we're online](#)"
- Orner, Mimi. "Interrupting the Calls for Student Voice in 'Liberatory' Education: A Feminist Poststructuralist Perspective" in *Feminisms and Critical Pedagogy* (WebVista)

10 Feminist Pedagogy and Blogging, part two: Being Diablogical

Readings:

- Puotinen, Sara and Kandace Creel Falcon. [It's Diablogical! A Collaborative Diablog on Feminist Pedagogy](#)
- Puotinen, Sara and Kandace Creel Falcón. "Teaching with Blogs and Blogging While Teaching: Using Blogs to Access Feminist (Cyber)spaces" (WebVista)
- Kennedy, Tracy L. M. "[The Personal is Political: Feminist Blogging and Virtual Consciousness-Raising](#)"

17 Feminist Pedagogy and Twitter: Lived Experience, Daily Habits, Authenticity and Sharing

Readings:

- Orenstein, Peggy. "[I Tweet, Therefore I Am](#)"
- Fisher, Berenice Malka. "Chapter 2: Is Women's Experience the best teacher?" (NA)
- Zandt, Deanna. "[Chapter One: The Power of Sharing](#)"
- A Blog Cluster on Sharing and the limits of empathy:
 1. Johnson, Joel. "[Why I Stalk a Sexy Black Woman on Twitter \(And Why you Should, Too\)](#)"
 2. Johnson, Joel. "[So this Hipster Tech Douche Stalks a Sexy Black Woman on Twitter](#)"
 3. Zandt, Deanna. "[Privileged Voyeurism](#)"
 4. Shani-o. "[The Odd Habits and Foibles of Sexy Black Women on the Internet](#)"

24 No Class: Thanksgiving

December

1 Feminist Pedagogy and Facebook: Vulnerability, Privacy, Community

Readings:

- Beckenham, Annabel. "Face off online: Pedagogy and engagement in social network sites" (WebVista)
- Schwartz, Harriet. "Facebook: The New Classroom Commons?" (WebVista)
- WMST-L. ["Using Facebook in the Classroom"](#)
- Boyd, Dana. ["MySpace and Facebook: How Racist Language Shapes Social Media \(and Why You Should Care\)"](#)
- Kishimoto, Kyoto and Mumbi Mwangi. "Critiquing the Rhetoric of "Safety" in Feminist Pedagogy: Women of Color Offering an Account of Ourselves" (WebCT)
- Fisher, Berenice Malka. "Chapter 5: Dangerous Curves: Safety and Self-Disclosure" (NA)

8 Feminist Pedagogy and Youtube: More Talking Back and Making Trouble

Readings:

- Feminist Collections. *Youtube Round-up* (WebVista)
- Kellner, Douglas and Gooyong Kim. "Youtube, Critical Pedagogy and Media Activism" (WebVista)
- Dubisar, Abby M. and Jason Palmer. "Palin/Pathos/Peter Griffin: Political Video Remix and Composition Pedagogy" (WebVista)
- [VideoANT](#)

15 Final Class: Wrap-up