

Course Description

Feminist Pedagogy and Professionalization empowers students with an interest in women's studies, gender studies, LGBTQ studies, sexuality studies, and/or feminist theory to develop their own unique plan for their careers as educators, scholars and professionals from a decolonial and feminist perspective. The course is divided into four sections. The first section explores what it means to be a feminist in everyday life, considering the idea of *lifting as we climb*, creating structures of power that lift others up and being an agent of change. The second section focuses on decolonial and feminist pedagogy in theory and practice. Students have the chance to reflect on their experiences as instructors and identify solutions to challenges they face. The third section has students develop a conference paper or paper for publication. It also helps students demystify academia, consider the pros and cons of PhD education, and begin to prepare materials for PhD applications. The fourth section helps students identify potential non-academic careers and make a plan for developing a career path that allows them to live their values. Students prepare a cover letter and resume and meet with a mentor and/or career counselor at the university as part of this section.

Instructional Method

In person

Course Objectives/Student Learning Outcomes

Students will:

- Evaluate pedagogical strategies with a decolonial feminist lens
- Plan approaches to teaching, writing and securing alt-ac careers
- Write for publication, conferences, PhD applications, cover letters and resumes
- Prepare for professionalization

Required Texts

Most of the readings will be available on Canvas in pdf format. The only texts required for purchase will be students' planner of choice from list below and the book *What Color is your Parachute?* by Nelson Bolles, available in used bookstores and elsewhere.

<u>Passion Planner</u> <u>Professional Pathways Planner</u> <u>Franklin Planner</u>

Grading

- Feminist Pedagogy Presentation 10%
- Participation 20%
- Personal Statement 20%
- CV/Resume & Cover Letter 20%
- Final Project 30%

Feminist Pedagogy Presentation

You will select a journal article from the journal <u>Feminist Pedagogy</u> and prepare a 10-minute presentation based on the article. This exercise supports students in exploring a wide range of perspectives on feminist pedagogy while also developing a sense of how particular journals operate, curate, and further a field or discipline.

Grade	Weight (%)
A	100 % – 94.0 %
A-	< 94.0% – 90.0 %
B+	< 90.0% – 87.0 %
В	< 87.0 % - 84.0 %
В-	< 84.0 % - 80.0 %
C+	< 80.0 % – 77.0 %
С	< 77.0 % – 74.0%
C-	< 74.0 % – 70.0%
D+	< 70.0 % - 67.0%
D	< 67.0 % - 64.0%
D-	< 64.0 % - 61.0%
F	< 61.0 % - 0.0%

Personal Statement

You will prepare a personal statement that includes your research interests, how you developed this research focus, what guides and inspires your interest and what your aspirations are. It should also include your most notable accomplishments in relation to your aspirations. The personal statement should be about 2-pages, single-spaced. You can also use the opportunity to prepare a personal statement for a specific PhD application that follows a different format from this standard model. If you choose this route, you should also submit the specific question(s) asked in the PhD application along with the statement itself.

CV/Resume & Cover Letter

You will prepare a CV or resume and a cover letter for a hypothetical or actual position of interest to you. Working with the Career Center is highly recommended, in addition to the resources in class. Peer review will be used in class to further refine all drafts. This assignment enables students to develop job materials and to reflect on how their educational experiences translate into applied skills for particular professions.

Final Project

For your final project, you can submit:

- 1. The syllabus for a course in WGSS or Interdisciplinary Studies along with a 2-page paper on the topic discussing why you chose to design a class, including its relevance to your interests;
- 2. A 5-8 page conference paper + PowerPoint presentation;
- 3. A paper that you plan to submit for publication, including documentation of your completion of the first 6 weeks of Wendy Belcher's journal article revision workbook;
- 4. A writing sample for a PhD application.

Schedule of Assignments

All assignments due by midnight

• Feminist Pedagogy Presentation

Feb 3

Personal Statement Draft
Final Project Proposal
Personal Statement
CV/Resume & Cover Letter
Final Project
April 21

Late Assignment Policy

Late assignments are not penalized, but you need to notify the professor in advance for permission and provide a new date of completion, otherwise the assignment will receive a grade of zero.

Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to http://www.fau.edu/counseling/

Disability Policy

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

Code of Academic Integrity

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see <u>University Regulation 4.001</u>.

Attendance Policy

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's

responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Class Schedule

Week 1 Introduction

Week 2 Living a Feminist Life, Sara Ahmed

Week 3 Decolonial Pedagogy

"Introduction," Pedagogy of the Oppressed, Paolo Freire

"The Social Sciences, Epistemic Violence, and the Problem of the 'Invention of the Other,'" Santiago Castro-Gomez, Desiree A. Martin

February 3 Feminist Pedagogy

Feminist Pedagogy Presentations Due

February 10 Bloom's Taxonomy

http://www.buffalo.edu/ubcei/enhance/designing/learning-outcomes/blooms-taxonomy-of-knowledge.html

https://teach.ufl.edu/resource-library/blooms-taxonomy/#/

February 17 Feminist Career Planning

Passion Planner, Professional Pathways Planner or any other planner specific to graduate students and/or professional careers in relevant fields

Personal Statement Draft Due

February 24 Publications

Writing your Academic Article in 12 weeks, Wendy Belcher

March 3 Applying for PhD programs - Statement of Purpose Drafting

Graduate Admissions Essays, Fourth Edition: Write Your Way into the Graduate School of Your Choice

A First-Gen's Guide to Grad School: How to Get in, Survive, and Thrive https://first-gen-guide.com/resources/

Final Project Proposal Due

March 10 Feminist Careers - Non-Academic / Alt-Ac

Going Alt-Ac: A Guide to Alternative Academic Careers, Kathryn E. Linder

What Color is your Parachute? Chapter 1-2

Personal Statement Due

March 17 Presentation of the Self

What Color is your Parachute? Richard N. Bolles, Chapter 7

"Performing success: identifying strategies of self-presentation in women's biographical narratives," Ina Wagner, Ruth Wodak

Cover letter, Resume/CV due

March 24 Networking

What Color is Your Parachute?

Networking + Informational Interviews

Chapter 3: The Best and Worst Ways to Look for Jobs

"Feminism in women's business networks: A freedom-centred perspective," Florence Villesèche, Elina Meliou, Harsh Kumar Jha

April 7 Sustaining the Self

What Color is your Parachute?

Chapter 4: Self-Inventory Part 1

Watch: Audre Lorde Now – Self Care as Political Welfare https://hunter.cuny.edu/news/audre-lorde-now-series-self-care-as-political-welfare/

April 14 A Collective Vision

What Color is your Parachute?

Chapter 5: Self-Inventory Part 2 and Chapter 6: You Get to Choose Where you Work

Mariame Kaba, We Do This 'Til We Free Us

April 21 Final Project Due